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ABSTRACT

In 1994, an evaluation was made of the Adult Education for the Homeless (AEH) program in Ohio. Ohio currently has the third largest AEH project (of 32 states), with 40 sites spread over 12 locations. The evaluation was both formative and summative and was based on theoretical models of adult education (Teaching-Learning Exchange Theory and Bennett's Hierarchy). Research was conducted through site visits and data collection by teachers using a questionnaire developed for the project. The study found that the learners were evenly distributed across gender and African American and European American heritage. More than 75 percent of the learners were aged 20-40. Most were unmarried and about half had children. The majority had 10 or more years of schooling. About half of the respondents participated in the education program for 10 hours or less for the month of November 1994, when the data were collected. Teachers felt the participants were above average in all areas and highest in general attitude. Learners said they participated to learn new life skills and new job skills and to improve mathematics and reading skills. Two-thirds of the participants who left the program during the month indicated that they had met their goals. Teachers sometimes helped students with information and issues not directly related to curriculum. The predominant teacher style was "learning-community-centered" and students were more likely to get a job and improve life skills than were the students of more content-centered teachers. Programs that were conducted in shelters or other areas closest to learners were most likely to draw and retain participants. Program directors wanted inservice training in identification of learning disabilities, knowledge of homeless issues, and general curriculum development. (Three appendixes include the list of stakeholders, indicators of program quality, and the instruments used in the study.) (KC)

ED 396 119

REPORT ON THE ADULT EDUCATION FOR THE HOMELESS PROGRAM IN OHIO

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This report was prepared with the assistance of Cynthia Zengler, Graduate Research Associate, and Nikki Strader, Administrative Assistant, from the Ohio Department of Education Adult Basic and Literacy Education Program Evaluation Project.

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REPORT ON THE ADULT EDUCATION FOR THE HOMELESS PROGRAM IN OHIO

GENERAL INTRODUCTION

Contents of Report

This report presents the results and recommendations of the 1994 evaluation of the Adult Education for the Homeless Program in Ohio.

National AEH Program Description

The Adult Education for the Homeless Program (AEH) is one of many programs authorized by the Stewart B. McKinney Homeless Assistance Act of 1987. The McKinney Act itself was the first piece of federal legislation to acknowledge the wide scope of homelessness and to address the long-term needs of the homeless, including not just housing assistance, but also food assistance, health and mental health care, substance-abuse treatment, education, and job training. The AEH program, which is administered by the U.S. Department of Education, is the first federal program aimed specifically at the educational needs of homeless adults. According to the legislation, the purpose of the program is to "enable each (state) agency to implement a program of literacy training and basic skills remediation for adult homeless individuals..." (Public Law 100-77, Title VII, Sec. 702).

Initially, monies for projects in all 50 states were allocated by the program on a formula basis. In 1989, however, Congress revised the process for allocation by changing the grant process to a discretionary system intended to increase accountability. States were then invited to write proposals for competitive grants to continue their programs. Currently, the federal budget allotment for the AEH program is $9.6 million, with Ohio's annual allocation at $530,000.

CONTEXT OF EVALUATION

Ohio Department of Education

The Ohio Department of Education (ODE) is responsible for guiding and evaluating all of Ohio's educational programs. Its mission is "to define the results to be sought from the education enterprise and provide leadership in transforming systems to assure continuous improvement in educational results and delivery of services... in every school and community in the state" (Mission Statement). To achieve these goals, ODE must constantly assess its programs and their effects.

The AEH program falls within the purview of the Adult Basic and Literacy Education (ABLE) section of ODE and thus shares in the mission of ABLE "to develop, improve and expand educational opportunities for adults in their roles as learners, family members, community members, and workers..." (ABLE Mission Statement). The AEH program in particular "provides basic skills and remedial training for homeless adults with the following goals: 1) to remove barriers to obtaining or retaining employment; 2) to raise their education level to make them less likely to become dependent on others; 3) to improve their ability to benefit from occupational training; 4) to increase their opportunities for more productive and profitable employment; and 5) to assist them in better meeting their personal goals and adult responsibilities." (AEH Program Abstract)

Ohio currently has the third largest project (out of 32 states) of adult education for homeless. With 40 sites spread over 12 geographic locations, Ohio's approach to homeless adult education has been comprehensive in geography (both urban and rural), method, and scope of content. The state program is administered centrally by a director, but local programs are autonomous in method of delivery, content, and resources available.

Methods of delivery include the use of on-site (shelters) and off-site (churches, libraries) locations, one-on-one tutoring, and small-group and large-group instruction. Content includes nutrition, personal health, literacy, GED preparation, job skills, social and interpersonal skills, and family life skills, to name a few. Educational offerings range from a one-time-only meeting to ongoing daily or biweekly sessions. Teachers vary in experience, style, and preparation. Resources also vary from site to site because the programs in Ohio are proposed through a competitive grant process similar to the national process. Most programs, however, are administered locally through a public school system, such as Columbus Public Schools Continuing Education Program.

Given the nature and scope of the problem of education for homeless adults, and the make-up of the national and state educational plan addressing that problem, the need for an ongoing system of program evaluation is obvious. For this project, the evaluation is both formative (providing information within the program for improvement) and summative (providing information to outside interested parties for a value judgment).

The evaluation has been developed such that the system of gathering information will be 1) ongoing; 2) consistent across sites and geography; 3) user-friendly; 4) both qualitative and quantitative; and 5) permanent yet flexible to accommodate changes in system needs and available information. The ability to apply all or part of the evaluation system to other similar adult education programs is also being addressed throughout the development and implementation of this project.

ASSUMPTIONS OF EVALUATION

The evaluation of Ohio's AEH program is based on several assumptions: Someone is interested

in the information being collected (stakeholders); information for program improvement and success is needed (formative and summative goals); and the evaluation should be based on known theoretical models of adult education (Teaching-Learning Exchange Theory and Bennett's Hierarchy).

Stakeholder Approach

Stakeholders are persons who have a direct interest (a "stake") in the evaluation of the AEH program and who can collectively determine the process by which the necessary information is gathered and interpreted. Stakeholders decide on methodology, criteria, and recommendations for program changes. Along with other sources of information, stakeholders also assist in determining the variables to be measured. (See Appendix A for stakeholders)

The first step in selecting stakeholders for this evaluation was to identify who the stakeholders should be and what they would want to know. Stakeholders were subsequently drawn from the following groups (types of desired information follow each group):

- state program administrators (statistics needed for federal reports, political/promotional uses, information on quality indicators to help make funding decisions for local programs)
- local program administrators (statistics and other information for required state reports, comparative information about specific program sites, information needed to identify teacher training needs, etc.)
- local program teachers (information related to student progress, successful teaching methods, good curriculum, etc.)
- students-past, present, future (what have I achieved, what can I expect to get, how can I do better)
- local community members (information on how the program is improving the community, etc.)
- others, such as business representatives

Formative And Summative Goals

The evaluation assumes two types of goals: formative and summative. Formative goals involve questions of achievement and improvement that can be answered using correlational statistics on the entire database, for example:

a. How does the kind of teaching method used relate to student achievement, attitude, and participation?

b. Does the amount and type of annual in-service training given to a teacher relate in any way to whether their students achieve, have longer retention, or have higher self-esteem?

c. What is more important (in terms of student outcomes) for a local program to pursue: more funding, more community support, or better physical teaching environments?

d. Does the attitude of the local community relate to student retention? Does anything influence student retention in spite of local community attitude?

e. If we could only know a few things about a student or the teacher and still be able to predict student success, such as achievement or completion, what would we want to measure? In other words, what are the best predictors of student success?

Summative goals are directly related to some type of 'success criterion'. In Ohio, indicators have already been identified for a successful program (See Appendix B: Indicators of Program Quality in the Ohio Department of Education Adult Basic and Literacy Education Division). It is possible to measure those indicators of quality for every program and get two kinds of information: 1) where the program is in relation to the absolute criterion (the standard set up), and 2) where the program is in relation to the state as a whole. The most important use of summative information will come when the evaluation system has been in place and operating for a year: Where is the program in relation to where it was last year? The following questions are sample summative questions we can answer (the blanks are any of the quality indicators):

1. Is this local program meeting or exceeding the quality indicator related to _____?

2. How does this local program compare with other similar local programs on _____?

3. What does Ohio as a whole look like on _____?

4. To what extent has this local program changed on this quality indicator _____?

The goal of both formative and summative efforts is to make the AEH Program the best possible. The evaluation process will help local programs utilize information to identify strengths and weaknesses and then provide assistance at the state and regional levels to help them prioritize and plan. The summative information, however, can also be used to make those very tough funding decisions.

Theoretical Bases for Evaluation

To organize all the variables into a meaningful framework, a combination of two models was used: The Teaching-Learning Exchange Model (Norland and Heimlich, 1994) and Bennett's Hierarchy (Bennett, 1976). Both of these models rely on the identification of INPUTS and OUTCOMES in any given learning situation. Each variable in the evaluation may be categorized as an input variable or outcome variable. Inputs and Outcomes can be organized into the following categories:

INPUTS (items in parentheses are just some examples)
Curriculum
Physical Environment
Teacher Characteristics (knowledge, attitude, demographics, behavior)
Learner Characteristics (pre-existing knowledge and attitude, demographics, behavior in class)
Administration of Local Program (funding, staffing, management, leadership style)
Local Community (attitude, demographics)

OUTCOMES
Individual learner
Group

Bennett's Hierarchy deals with the various inputs and outcomes as they are related to changes in behavior. Bennett's Hierarchy is based upon a behavioral model that says a person's quality of participation in an activity leads to certain reactions about that participation. Those reactions lead to gained knowledge and changed attitude, and then this change in knowledge and attitude lead to higher aspirations to behave differently. Finally, those higher aspirations lead to changed and sustained behavior. If enough people have behavior change, then larger groups (personal communities and local communities) of people experience change as well.

Put in use, Bennett's Hierarchy (see Figure 1) gathers information on the initial inputs, learning activities, and learner involvement (all identified as INPUTS). Then, after gathering information on the learner reactions, knowledge, attitude, skill, aspirations, and behavior change (identified as first-level OUTCOMES), information can be manipulated to answer such questions as: Does the method of teaching make a difference in learning? Do the characteristics of the learner make a difference in learning? Does a method of teaching work better in some situations, settings, or with some content than others? Second-level OUTCOMES are also monitored so that changes in societal, environmental, economic or other "group data" can be linked with successes in these educational programs. Figure 1 shows the logic of Bennett's Hierarchy:

END RESULTS	SECOND-LEVEL OUTCOMES
BEHAVIOR ASPIRATIONS KNOWLEDGE, ATTITUDE, SKILLS REACTIONS	FIRST-LEVEL OUTCOMES
LEARNER INVOLVEMENT LEARNING ACTIVITIES INITIAL INPUTS	INPUTS

Figure 1. Bennett's Hierarchy

Information collected as a part of both the formative and summative evaluation falls into all levels of Bennett's Hierarchy. Because the success of an evaluation is indicated by the extent to which the results are usable and used by the stakeholder group, final selection of evaluation questions, needed information, instruments, methods, and analysis are determined in cooperation with the stakeholder panel. What follows are some ideas on the types of desired information as they relate to each level of the hierarchy:

1. INITIAL INPUTS: This category includes resources expended by the state and local agencies offering the educational program. Included can be money, staff qualifications and time allotment, and other resources invested into the educational program. Teacher qualifications and characteristics are an important part of inputs.

2. LEARNING ACTIVITIES: This group of variables includes the content and the methods (including teacher behavior) used to deliver content. Curriculum characteristics such as quality of materials, reading level of materials, and focus are important. Also included is the physical environment (facilities and arranged environment) in which the educational activities are conducted and available resources for use in instruction.

3. LEARNER INVOLVEMENT: Information about the learners will be organized into various categories which may include, for example, demographic, physical, cognitive, social, emotional, environmental/occupational, and participation characteristics. The following descriptions are shared as examples:

a. Demographic characteristics are those which describe personal characteristics and the existing conditions for the individual. These characteristics will be divided into historical information and current information about family life, educational experiences, age, race and so on.

b. Physical characteristics are those that relate to actual physical condition, ability, and aptitude of the body. These characteristics will be divided into historical information and current information. Examples might be physical health, physical disabilities, substance abuse, medical conditions, and so on.

c. Cognitive characteristics are those that represent intellectual ability, achievement, and aptitude.

d. Social characteristics are those skills associated with interpersonal interaction with other individuals and groups.

e. Emotional characteristics are those that are found in the affective domain - the domain of attitudes, values, feelings, and beliefs. The mental state is also included here.

f. Environmental/Occupational characteristics are those that represent the individual's interaction with his or her environment (outside of the family), including educational environment, work environment, and general community.

g. Participation characteristics include attendance and interaction of the learner in the learning activities.

These first three levels are all INPUTS to an educational program and describe the educational program. Much of the information contained in levels 1 - 3 may be regularly collected as a part of program monitoring. The logic of a successful educational program is that if levels 1 - 3 are appropriate, then there is a better chance of achieving desired OUTCOMES. Outcomes are identified in levels 4 - 8 below.

4. LEARNER REACTIONS: Reactions are gathered from participants before, during, and after participation. Questions such as "Did you like the program?" "Was the teacher helpful?" "Could you understand the written material?" and so on are included. Focus Group interviews with teachers and/or learners could provide in-depth information on reactions.

5. LEARNER KNOWLEDGE, ATTITUDE, AND SKILL CHANGE: This information is collected from participants during and after their participation. Included would be scores on 'tests' and measures of attitudes using modified Likert scales or Semantic Differential scales. Teacher observation and reports can also be used.

6. LEARNER ASPIRATIONS: Aspirations are the best indicators of planned behavior change and can be gathered at the end of the program by simply asking participants what they plan to do. Questions such as "Do you plan to ...?" or "What do you plan to do next?" would be appropriate indicators of aspirations for change.

7. LEARNER BEHAVIOR CHANGE: The ultimate primary outcome in an educational program is individual learner change in behavior. Changes in behavior must be adopted by the individual as part of a behavior repertoire to be considered behavior change. Examples of behavior change would be getting and holding a job, attending GED classes on a regular basis, using nutrition or family life skills on a regular basis, and so on. Also included in this level is the impact of the changed individual on any immediate groups in which the individual belongs (family, work, community). All of this information is difficult to collect and verify but is the strongest indicator of success at an individual level.

8. END RESULTS (SECOND-LEVEL OUTCOMES): Almost impossible to link directly with the success of an educational program are second level grouped results. Examples of this kind of information would be unemployment rates, literacy rates, homelessness or shelter rates, and so on. This information is usually collected through

public agencies that regularly monitor this type of information. It is important to include in a data management system because education can have an impact upon societal, environmental, economic, and social changes if monitored long enough.

Information for the evaluation will be gathered from a variety of information sources using several different data collection methods. The following chart shows how these sources and methods are related to the inputs and outcomes described above. Final decisions on sources and methods, however, must be made in cooperation with the stakeholder panel.

Note: In the following chart, source=where collected and method=how collected.

LEVEL	SOURCE	METHOD
Inputs	local/state records local/state personnel	analysis interview
Activities	teachers & learners	observation & interview
Learner Involvement	local records teachers & learners	analysis observation & interview
Reactions	teachers & learners	written & interview
Knowledge	teachers & learners	written & interview
Attitude	teachers & learners	written & interview
Skills	teachers & learners	observation & interview
Aspirations	learners	interview
Behavior	teachers & learners local records	follow-up interview analysis
End Results	local/state data	analysis

PURPOSE AND OBJECTIVES OF THE EVALUATION

The purpose of this project is to develop, implement, monitor, and improve a formative and summative evaluation for the Ohio Department of Education (ODE) Adult Education Program for Homeless Adults. This project also serves as a pilot for the potential evaluation of the larger Adult Basic and Literacy Education Program (ABLE) of ODE.

The following objectives guided the evaluation process:

1. To develop an assessment and monitoring system to produce both formative and summative evaluation information for multiple stakeholder groups including program developers, teachers, funders, and administrators at local, state, and national levels. Included will be instrument development, reliability and validity testing of instruments, and instrument utilization for data collection. Also, a data management system will be developed (in conjunction with existing systems at ODE) to organize, manipulate, and store data for ongoing use.

2. To develop a predictor model of student success using multiple source definitions of success.

3. To further refine a theoretical model of participation, persistence, and success, developed and used by the researcher in previous studies of adult education programs.

4. To examine the evaluation system and process for appropriateness for other adult education settings, including ODE ABLE.

VARIABLES

Using Bennett's Hierarchy as a guide, the evaluation team looked at several input and outcome variables. Input variables include the following:

1. learner characteristics
    a. age
    b. race
    c. gender
    d. marital status
    e. years of schooling
    f. degrees attained
    g. dependents
    h. employment
    i. physical limitations
    j. learning disability

k. citizenship
l. assistance
m. special (specific?) education needs
n. learner objectives
1. job
2. learning
3. new skills
4. education
5. family

2. teacher characteristics
a. job title
b. courses instructing
c. number of hours
d. certification
e. experience
f. degree
g. in-service training received
h. in-service needs
i. feelings about homeless
j. feelings about instructing homeless
k. questions about classes
l. level of excitement
m. planning activities used
n. discipline issues
o. criteria for materials
p. learning objectives
q. methods used
r. adaptation
s. first day of school issues
t. hindrances to decision making

3. environment
a. kind of facility
b. convenience of location
c. safety
d. cleanliness
e. comfort level
f. conduciveness to learning
g. host organization

4. curriculum
a. depth
b. breadth
c. quality of instruction
1. instructor satisfaction

2. participant satisfaction
   d. involvement of learning
   e. groups
   f. multiple sessions
   g. active learning
   h. sensory activities
   i. handouts
   j. deskwork
   k. presentation
   l. cooperative learning
   m. non-teacher learning
   n. individualized instruction
   o. demo lessons
5. administration and local programs
   a. title of administrator
   b. experience
   c. education
   d. in-service training
   e. knowledge of learner
   f. leadership skills
   g. finance skills
   h. curriculum development skills
   i. job satisfaction
   j. adult education issues
   k. AEH issues
   l. media availability
   m. gym
   n. fine arts supplies
   o. computers
   p. budget
   q. staffing
   r. percent of time on AEH
   s. physically challenged
   t. gender
   u. minorities
   v. ESL
6. community
   a. interest in program
   b. financial support
   c. rate of employment of participant
7. other

Outcome variables fall into the following categories:

1. learner attendance
    a. attendance
    b. participation
2. learner attitudes
3. learner achievement
    a. reasons for learning
    b. goals attained
4. learner current behavior
    a. child care
    b. health issues
    c. family issues
5. learner aspirations
    a. goals
6. secondary level outcomes

LIMITATIONS AND ASSUMPTIONS

Design Limitations

1. This is not a longitudinal study. All data were collected in 1994.
2. The study is limited to those teachers and administrators who agreed to participate. One program (Lancaster) chose not to participate in the study.
3. Most of the data on the students were collected by the teachers. Information about the students thus reflects teachers' perceptions of the students.

Assumptions for Interpretation of Results

1. The month of November (the month for data collection on learner outcomes) is fairly representative of a year of programming in Ohio's AEH programs.
2. Teachers completed instruments honestly and to the best of their abilities.
3. All students met the definition of "homeless." As defined in the McKinney Act and included in the 1992 Application Guidelines for Adult Education for the Homeless, a homeless individual is one "lacking a fixed, regular, and adequate nighttime residence as well as an individual having a primary nighttime residence that is: (1) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and traditional housing for the mentally ill); (2) and institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings." Persons imprisoned or otherwise legally detained are not included in the definition of a homeless person.

DESCRIPTION OF THE EVALUATION TEAM

The evaluation team consisted of Dr. Emmalou Norland and M. Claire Oberst.

Dr. Emmalou Norland is Director of Evaluation and Research for The Ohio State University Office of Business and Administration, and Associate Professor in the Department of Educational Studies, The College of Education at The Ohio State University. She received her B.E. degree (1981) from the University of Toledo (Ohio) in Public Affairs and Community Service and both her M.S. degree (1984) and Ph.D. degree (1985) from The Ohio State University in Extension Education. She served from 1985 to 1990 in the joint position of Ohio State University Extension State Leader for Program Evaluation and Assistant Professor in The Ohio State University Department of Agricultural Education. From 1990 through 1994 she was Associate Professor in the Department of Agricultural Education in The College of Food, Agricultural, and Environmental Sciences at The Ohio State University.

Dr. Norland's current responsibilities include planning and implementation of evaluation and research activities for the Office of Business and Administration (B&A), an organization within The Ohio State University comprising seven divisions with more than 1300 employees. Special emphasis is placed upon measuring the success of implementation of the Continuous Quality Improvement philosophy within B&A. She also teaches an upper-level graduate course in research in adult and workforce education and works with Ph.D. students interested in adult education and program evaluation.

Professional interests mirror her current scholarly work in adult education and program evaluation. She is currently serving as the evaluator for this project as well as evaluator for the ODE Adult Basic and Literacy Education Program. She has authored more than 75 refereed papers, publications, and book chapters, and presented papers nationally and internationally in the areas of teaching style of adult educators, adult participation and persistence, empowerment education, and program evaluation. She has served as regional editor for *The Journal of the American Association of Agricultural Educators* and as chair of the editorial Committee and member of the Board of Directors for the *Journal of Extension*. She is co-author of the 1994 Jossey-Bass book, *Developing Teaching Style for Adult Educators*.

Professional awards include The Ohio State University Alumni Distinguished Teaching Award (1993), The Ohio State University College of Agriculture Pomerene Teaching Enhancement Award (1988), The Ohio State University Academic Leadership Program Fellow to the Committee on Institutional Cooperation (1990), The Central Region of American Association of Agricultural Educators "Outstanding Young Educator" Award (1991), and the National American Association of Agricultural Educators "Outstanding Young Educator" Award (1991).

M. Claire Oberst, a graduate student at The Ohio State University, was the research associate for the Adult Education of the Homeless Program Evaluation. Her educational background includes a Bachelor of Science degree from Eastern Kentucky University (1982) and Master of Arts

degree in College Teaching from Murray State University (1986). She is currently a doctoral candidate in the School of Natural Resources at The Ohio State University. Future plans include evaluation research and teaching at the college level.

METHODOLOGY

Design of Evaluation

The evaluation was conducted in three phases. Each phase is described below.

Phase I--Pre-Evaluation Site Visits

Three objectives guided the pre-evaluation program/site visits: 1) familiarization with each local program, 2) build-up of trust between the evaluators and the program teachers and administrators, and 3) introduction of the project to teachers and administrators. It was essential to gain the trust of the programs' teachers and administrators to ensure them that the evaluation was not intended to critique individual performance but to understand what each program was doing.

Phase I did not involve the collection of data. Instead, this phase was used as a preliminary visit to each program so that the evaluators could get a sense of the staffing, physical environment, and approach to adult education for the homeless in each locality. It also served as a way for the evaluators to introduce themselves and the project to the administrators and teachers in each program. The visits during Phase I were carried out by Claire Oberst.

Phase II--Site Visits

Phase II comprised a series of 2-day visitations to each program (some programs were combined for the first day of visitation, such as Lorain and Cleveland, and Youngstown and Warren). The agenda for each visitation was similar to the following:

Day 1: Meet with administrators and teachers. Administrators and teachers met in separate groups with the evaluators as part of "focus group interviews." Teachers completed a series of instruments consisting of a Teaching Style Inventory, an Instructor Profile, an Environment Questionnaire, and a Curriculum Questionnaire. For Administrators, profile, environment and curriculum questions were part of the Administrator Questionnaire. See Appendix C for samples.

After the Instruments were completed, evaluators introduced the teachers to the forms that were to be used for collecting data on the students in each program. These forms included a Participant Data Sheet, a Participant Intake Interview, the

Weekly Participant Progress Report, an Exit/Follow-up form, and the Monthly Summary. See Appendix C for forms.

Day 2: Local site visits. Evaluators visited a variety of sites in each program to see where students were being instructed.

Phase III--Local Data Collection by Teachers

For the month of November, 1994, teachers used the forms provided by the evaluators to collect information about each student. (See Appendix C: Instruments)

Population and Sampling Procedures

No sampling was done for this project. All teachers, all administrators, and all students participating in the programs during the month of November, 1994, are represented in the evaluation.

INSTRUMENTATION

Phase I

Phase I consisted of the initial site visits prior to actual evaluation. These involved interviews with teachers and administrators, and preliminary site observations. This phase also involved meetings with stakeholders, and the design and refinement of instruments. Stakeholders determined the variables to be looked at during Phases II and III. Based on the list of variables, the evaluation team designed instruments, which were then submitted to the stakeholders for suggestions and refinement. The instruments were then redesigned according to the suggestions until the stakeholders approved them.

Phase II

This phase proceeded after the design and development of instruments (See Appendix C: Instruments). Instruments used were divided into Teacher and Administrator groups and included the following:

Teacher:

Teaching Style Inventory
Instructor Profile
Environment Questionnaire
Curriculum Questionnaire
Focus Group Interview

Administrator:

- Teaching Style Inventory
- Administrator Questionnaire
- Focus Group Interview

Testing of validity and reliability was conducted on the instruments used during Phase II. For content validity, a panel of experts was assembled to assess each instrument. Each instrument was changed according to panel recommendations. The Teaching Style Instrument is completely developed in Developing Teaching Style in Adult Education (Heimlich and Norland, 1994). Reliability of summated scales was assessed using a Cronbach α with $\alpha = 0.7$ or above as a measure of success. Any scale below 0.7 was revised. Assessment was done with the study data. No pilot test was done.

Phase III

Teachers collected data about the learners (program participants), using the instruments listed below (See Appendix C: Instruments):

- Participant Data Sheet
- Participant Intake Interview
- Weekly Participant Progress Report
- Exit/Follow-up
- Monthly Summary

The data were collected in November, 1994.

DATA COLLECTION

Phase I

Data collection for Phase I of the evaluation did not involve the collection of information used in the actual evaluation. Instead, the information gathered at this time was intended to provide a background for the actual evaluation. The evaluators obtained a sense of the staffing, physical environment, and approach to adult education for the homeless in each locality. At the same time, the project was introduced to program directors and instructors.

Claire Oberst, research associate for the evaluation, contacted and visited each of the twelve programs that agreed to participate in the project. Each visit involved a general meeting, interviews, tours of selected instruction sites, and limited contact with program participants. Overall, she met with 37 people during the pre-evaluation visits: 12 program directors, 4 coordinators, and 21 instructors. These represent all of the program directors, all of the coordinators, and a small portion of the instructors.

Phase II

The second phase of the project involved scheduled site visits with all 12 programs. Some of the focus group interviews combined programs, so there were fewer than 12 meetings; however, sites in each of the 12 programs were visited. The agenda for each visit was similar to the following:

1. General explanation of evaluation process
2. Group divides into administrator group and teacher group
3. Each group completes respective questionnaires and discussed strengths and weaknesses of the program
4. Groups reunite for explanations of Participant Intake Interview and Participant Goals, Weekly Participant Progress Report, and Participant Exit and Follow-up
5. Question-and-answer session
6. Adjourn to visit various program sites

Focus group interviews were intended to last one hour, but often went well beyond. As a result, some groups did not have enough time to complete the instruments, so the evaluators trusted the teachers and administrators to complete the forms on their own time and to send them to the evaluators when finished. All information collected during this phase was hand-recorded. No audiotape or videotape recording was used.

Phase III

All data about the students were collected during this phase, which occurred during the month of November, 1994. The first time a student came to the program, the teacher completed a Participant Data Sheet on that student (if the student was literate, he or she could complete it). Also at this time the teacher interviewed the student and recorded answers on the Participant Intake Interview form.

Each week during November teachers filled out a Weekly Participant Progress Report for each student. If a student indicated that he or she was leaving the program, the teacher completed an Exit/Follow-up form for that student. This form was also used if a student quit coming, with the teacher calling the contact person on the initial Data Sheet as follow-up on the student.

At the end of the data collection period, teachers filled out the Monthly Summary form, summarizing the information collected with the other instruments. This information was then sent to the evaluators.

DATA ANALYSIS

Phase I

During the initial visits with the 12 programs, Claire Oberst obtained information from the Program Directors, Coordinators and Instructors that provides a context for the data collected during Phases II and III. This information includes organizational characteristics of AEH programs; staff perceptions of participants in AEH programs; the nature of instructional models used in the AEH programs; program processes of recruitment, curriculum planning, and instructional delivery; and various concerns and issues.

Each of the twelve programs employs a Program Director whose involvement in the day-to-day operation differs from program to program. Generally, the AEH program is only one of many responsibilities for the Program Director and constitutes a very small portion of work time in comparison to these other responsibilities. For instance, one Director named 12 programs she coordinates; another director, eight programs. This pattern of the Director "wearing many hats" was consistent throughout the state.

The Program Directors identified their main responsibilities as balancing the program budget and submitting the yearly program proposal. Some Directors are also involved (to varying extent) in hiring the instructors, especially if the program does not have a Coordinator. One Program Director mentioned soliciting the help of an advisory board composed of shelter or agency representatives in selecting instructors for the program.

Four of the programs are managed by a Program Coordinator who provides program administration and general support for the instructors. These Coordinators often fill in as Instructors where and when needed. The remaining eight programs have no designated Program Coordinator and look to the Program Director for management decisions. This translates into a great deal of autonomy for some instructors and less for others on a day-to-day basis.

The responsibilities of the Instructors include planning, testing, record-keeping, instruction, referrals, follow-up, counseling, and occasional coordination with networking partners. The Instructors make up the bulk of the staffing of the AEH programs. To one Program Director, they constitute part of the main strength of the AEH program: "[A strength of the AEH program]...uppermost and foremost [is] a highly motivated and conscientious staff very sensitive to the needs of this population..."

Networking with agencies, shelters, and other community groups already serving homeless populations is a key characteristic of many of the programs. Many of the groups cooperating with AEH programs were in place long before the AEH programs began and thus provided additional resources for needs such as facilities, program development, referrals, and counseling services.

A general profile of the participants in the AEH program can be compiled from the pre-evaluation visits. In general they can be identified as those seeking shelter at places that offer temporary housing because of circumstances such as joblessness, physical abuse, or substance abuse. Often the only differences between participants in AEH specifically and ABLE generally are those associated with the location of the instruction site and the program focus, not the students themselves. As Oberst noted, "the major contributors to the differences in perception [between AEH and ABLE participants] are associated with (1) the locations of the instruction sites, which tend to draw specific clientele; (2) the attendance policies of the shelter or agency...; and (3) the program focus (academic or life-skill oriented)." To one Director, the difference between AEH and ABLE participants was "only circumstantial...the people in homeless shelters have had a housing crisis...but I would say it's the same kind of people....[T]hey have the same educational needs...but not the same housing needs." To another Director, however, there is a definite educational difference between some homeless persons and the "typical" ABLE participant. This Director noted that "especially with the homeless we are dealing with...many times their education skills are not as low as the normal ABLE student...we'll have homeless people with high school and college diplomas. It's not the same total clientele...." The same Director also pointed out that "attitude changes [are what] we are looking at in the homeless program...it's educational progress that we're looking at in the ABLE program...but in the homeless program we want to change their attitude... towards work...toward living...that's why self-esteem we feel is very important...."

In addressing the needs of the wide diversity of clientele utilizing the AEH programs in Ohio, the programs have used a correspondingly wide diversity of instructional models. Four models stand out:

1) Combined Academic/Life Skills--Two sessions per week are offered, the first focussing on academic skill, the second on job readiness and life skills. Participants are encouraged to attend both sessions when possible. Participation at some level is required by the agency or shelter providing the space for the AEH program.

2) Optional Group Instruction--Attendance is optional, and students are assigned to one of three groups: GED preparation, Pre-GED, or Life Skills. Pre-GED students are those students are reading at an elementary school level. Life Skills students are those who may know only a few words at sight, may not be able to progress to the GED, but need to learn skills such as coping with the environment, managing their finances, getting along with other people, nutrition, and personal hygiene.

3) Total Life Skills--The AEH program is oriented only toward Life Skills, while all academic studies are handled by the ABLE program.

4) Academic Skills--Instruction is tailored to each participant's academic level, with the goal of preparing for the GED examination.

These four models are often combined and changed as needed by the programs. Many staff members noted how they and the programs have evolved as they learned more about the needs of the homeless, the community in general, and networking opportunities. The ability to change and to be flexible was identified by several staff members as a major strength of their programs, because that characteristic enabled them, as one Director put it, "to address various issues, not only the GED, but also what we call coping skills and job readiness type skills.... You can design your own curriculum per location."

The AEH programs would not exist without the participants. To ensure that participants and potential participants know which classes are being offered, the programs rely on a variety of recruitment techniques, including radio/television public service announcements, brochures, telephone hotlines, posters and flyers, advertisements on soup kitchen placemats, and referrals through case workers, churches, and other agencies. The two most common techniques cited by the programs, however, were word of mouth and referrals by networking partners, with the former being identified as the most successful method.

Entry into the program is a sensitive time period for the participant. How the participant is treated at this time will determine the extent to which he/she chooses to participate. Many instructors described the need to develop a rapport or sense of trust between the instructor and the new participant in order to overcome barriers erected because of present life circumstances or past formal education experiences. How this is achieved varies from teacher to teacher, so the means for processing participants during the initial contact period varies widely. Very often basic demographic information, including names, is not requested at first so that the participant is not put on the defensive or decides not to participate.

Instructors are responsible for curriculum planning and instruction, but while they may have a general idea of the characteristics of the participants and their educational needs, there tend to be many "unknowns." For instance, instructors generally do not know how long a student will participate, nor is there a guaranteed starting or closing point. Clients enter and exit the program on a daily basis, often disappearing with no advance notice.

Since instructors do not know what to expect from day to day, they must be prepared to respond to a variety of possibilities. A great deal of flexibility and adaptability in planning and instruction is necessary. To accommodate these constantly changing needs, instructors must often modify or even create the curriculum with almost no advance notice.

The actual delivery of instruction depends on the instructor and the learning environment. It may range from highly organized to completely spontaneous, and may be structured by the GED curriculum or by the need of the participant. Instructors at a few sites, for instance, conduct portfolio assessments as a technique for teaching, student self-assessment, and motivation within a classroom-type environment. Other instructors, however, may begin with testing to ascertain the education level from which to begin instruction within a classroom environment. Still other instructors may just maintain a "presence" in a basement TV or recreation room or cafeteria in

order to address problems, issues, and concerns that surface during casual conversation with the clients that frequent these locations. Other delivery techniques range between these means of delivery and content.

Despite the varieties of sites, curriculum, instructional models, and delivery methods, there are not many success stories in the AEH program, particularly when compared to the general ABLE program or in terms of measurable client change and/or growth. This concern was voiced consistently throughout the AEH programs in Ohio. This does not mean, however, that the instructors do not experience a personal or professional sense of accomplishment. Instead, it means that success is perceived as difficult to document. Along with the inability to evaluate success, other concerns include client recruitment and retention, instructor turnover, accessibility of AEH programs, the budget calendar (which is different from ABLE and public schools), and the difficulty of client follow-up.

The site visits allowed for an extended glimpse of what constitutes Adult Education for the Homeless in Ohio, where a great deal of diversity and dedication to providing hope and educational opportunity for the homeless was found. The information gleaned from the visits provided insights that were helpful to the evaluation process. An understanding of the program, instructors, and participants aided in the interpretation of the data, facilitated communication between the AEH programs and the evaluation staff, and provided a foundation for instrument development. Most importantly, the visits encouraged the participation and support of the AEH program staff.

Phase II/Phase III

Data from Phases II and III were entered into a computer using SPSS-PC, a statistical analysis program that allowed analysis using descriptive and relational statistical methods. The analysis presented below is grouped into eight sections. The first seven sections are descriptive analyses based on the categories of input and outcome variables described earlier in the report: Student Characteristics, Student Outcomes, Teacher Characteristics, Director Characteristics, Local Program Characteristics, Curriculum Characteristics, and Physical Environment Characteristics. The eighth section, Relationships among Various Inputs to and Outcomes from the Adult Education for the Homeless Program, shows how variables in one category relate to variables in another category.

RESULTS

STUDENT CHARACTERISTICS

Student Demographics

In the study on the Adult Education for the Homeless Program, 352 students were included. The statistics below reflect a summary of the results from the study. The frequencies do not always total to 352 because there were several "no response" for each question.

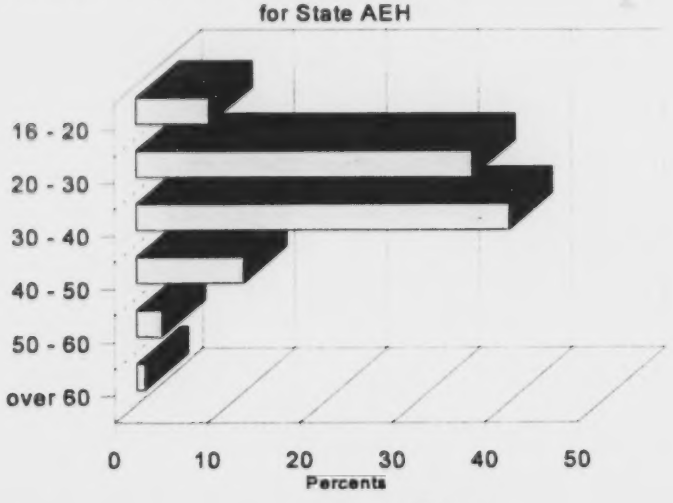
In general, 186 females and 143 males responded to the study. The majority of the students were African American (168 or 51.7%) and European American (138 or 42.5%).

The ages of the students are shown in Table 1.

TABLE 1: Frequency of the Ages of the Students Who Participated in the AEH Program Study.

Age	State Program	
	Frequency	Percent
16 - below 20	26	7.95%
20 - below 30	119	36.39%
30 - below 40	132	40.37%
40 - below 50	38	11.62%
50 - below 60	9	2.75%
over 60	3	0.92%
Total	327	100.00%

FIGURE 1: Age Distribution of Students for State AEH



Of the 309 individuals who responded to the marital status question, 247 were reported to be single with 62 reported as married. The majority of the 253 students who answered the questions about children had no children (112). Of the students who had children, 45 had one child, 42 had two children, 33 had three children, and 21 had four or more children.

There were 24 respondents (9.2% of the 262 responding) who reported to have a physical limitation. Fifteen students (5.5% of 272) were veterans. Only nine (2.6% of 261) were immigrants.

Educational Background

The majority of the students had not been involved in Adult Basic Education programs in the past. The breakdown is shown in Table 2.

TABLE 2: Frequency of Student Participation in Educational Programs for the State AEH Program.

Program	No Participation	Past	Current
Regular ABE-GED	129	30	151
ESL	319	4	5
Special Education	290	34	10

FIGURE 2: Participation

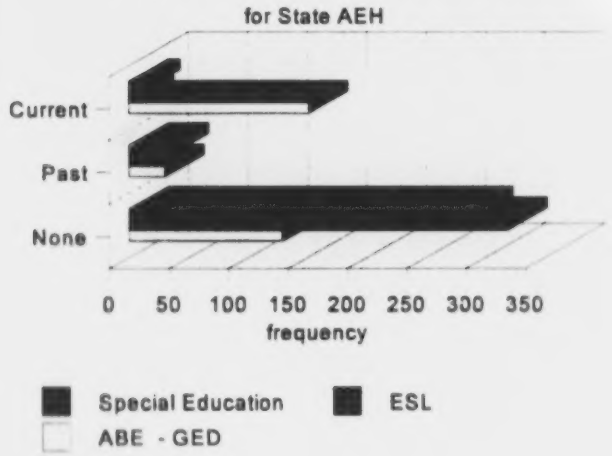


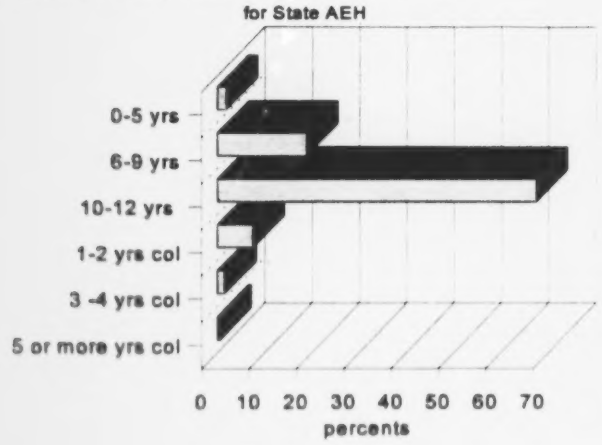
TABLE 3:	Frequency of Student Participation in Educational Programs for the Local Program. (Omitted from General Report.)

Current class type for the participants is shown in Table 4

TABLE 4: Frequency of Participants in Each Class Type for the Month of November as Reported by the Teachers for the State AEH Program.

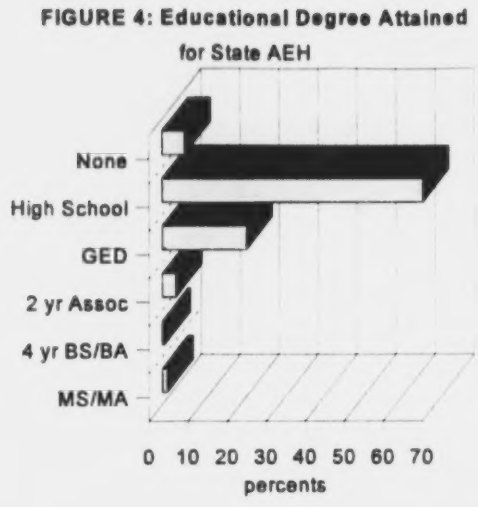
Class Type	Week 1	Week 2	Week 3	Week 4	Week 5
GED	46	53	55	44	26
ABLE	52	46	36	26	15
Life Skills	61	34	35	11	9
Work Skills	5	0	4	2	2
Family Life skills	3	0	2	5	4
ESL	2	2	1	1	0
GED and Life Skills	23	27	22	20	1
GED and ABLE	14	19	17	11	11
ABLE and Family	1	0	2	1	0
Life and Work Skills	0	1	1	1	1
Total	208	184	178	126	74

FIGURE 3: Last year of Formal Schooling



The educational background of the students is reflected in Figure 3, Table 5, and Figure 4.

TABLE 5: Frequency of Student Attainment in Formal Education of the Participants in AEH Program.		
	Frequency	Percent
Last Year of Formal Schooling (318 total responses)		
0 - 5 years	6	1.9
6 - 9 years	66	18.8
10 - 12 years	215	67.4
1 - 2 years of college	24	7.5
3 - 4 years of college	5	1.6
5 or more years of college	2	0.6
Educational Degree Attained (139 total responses)		
None	8	5.8
High School	93	66.9
GED	30	21.6
2 year associate degree	5	3.6
4 year BS/BA	1	0.7
MS/MA	2	1.4



Employment and Assistance Programs

Of the 332 individuals in the program who responded to questions on employment, 250 were not employed and 82 were employed either full or part time.

The majority of the 250 who responded as not employed received no job training (78.7%) or unemployment (80.7%).

The amount of assistance varied for the 335 students who responded to the questions about assistance as Table 6 shows.

TABLE 6: Frequency of Student Participation in Assistance Programs.

Type of Assistance	State AEH Program (Percent)		
	None	Either Past or Current	Both
ADC	60.0%	37.9%	2.1%
Food Stamps	33.7%	63.3%	3.0%
General	63.9%	34.6%	1.5%
WIC	71.6%	28.1%	0.3%

The objectives of the 315 students who responded included to obtain permanent housing (25.4%), to advance their education (64.8%), to learn math or reading skills (37.5%), to get a better job (55.6%), and to help with the family (31.4%), while 20% had other objectives not mentioned.

STUDENT OUTCOMES

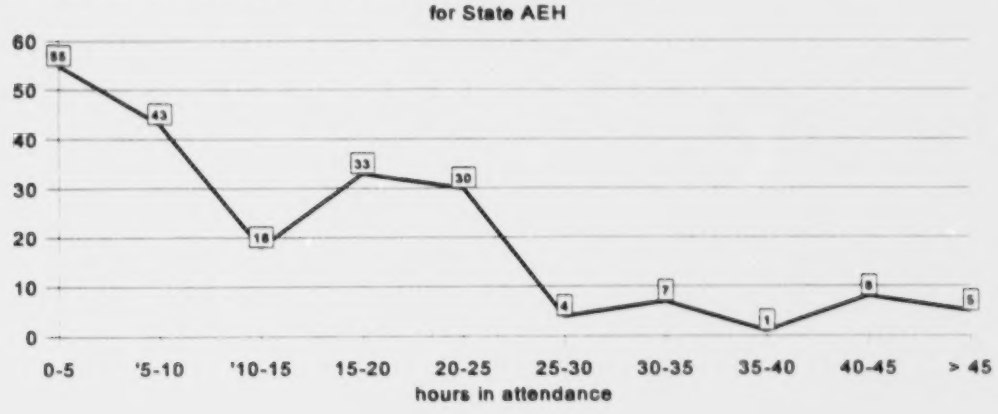
Hours of Participation

To achieve their goals, students participated in the Adult Education Program for the Homeless for the following total hours during the five weeks of the study. The data are shown in Table 7 and Figure 5.

TABLE 7: Frequency of Total Hours of Student Participation for the AEH Program.

Hours	State Program	
	Frequency	Percent
0 - below 5	55	27.09%
5 - below 10	43	21.18%
10 - below 15	18	8.87%
15 - below 20	33	16.26%
20 - below 25	30	14.78%
25 - below 30	4	1.97%
30 - below 35	7	3.45%
35 - below 40	1	0.49%
40 - below 45	7	3.45%
45 or more	5	2.46%
Total	203	100.00%

FIGURE 5: Total Hours of Student Participation



Teachers' Perceptions of Student Participation

During the study teachers were asked to assess the quality of the participation of the students for each of the five weeks. The means and standard deviations for the assessment are shown in Table 8.

TABLE 8: Means and Standard Deviations for the Quality and Progress of the Participants as Assessed by the Teacher.

Item	State Program	
	Mean	S.D.
Quality of Participation	3.88	1.06
General Attitude	3.95	1.03
Progress Toward Personal Goals	3.63	1.03
Progress Toward Academic Goals	3.57	1.09
Progress in Life Skills	3.33	1.08

Rating Scale = 1(low) to 5 (high)

Issues Discussed

Several issues were discussed by the teachers of the AEH Program with the participants. Most of the issues centered around continuing education and housing. This was true for any program that reported data. The percent of resolution was 75% or greater for each issue identified. Again this same statistic held true for the local programs as well.

The issues with their frequencies are listed in Table 9.

TABLE 9: Frequency of Issues Discussed by Participants and Teachers during the Study.

State AEH Program				
Issues	**Identified**	**Referred**	**Action**	**Resolved**
Continuing Education	87	77	110	39
Housing	79	38	60	29
Child Care	45	6	7	10
Mental Health	32	14	61	26
Public Assistance	32	19	57	36
Family	25	34	71	32
Total	378	205	395	184

*There are no data for the issue of Physical Health.

Student Goals

Students who met their goals stated they received permanent housing, better employment, gained new skills, or advanced their education. This is shown in Table 10 with the frequency of attaining the goals as reported by the teachers.

TABLE 10: Frequency of Goals Attained by Participants as Assessed by the Teachers.	
Goals	**State Program**
To learn new life or job skills	55
To obtain better reading and math skills	52
To advance education	31
To obtain better job	29
To obtain permanent housing	14
To gain new skills to manage family	9
To receive GED	9
To gain skills to help with children	7

Reasons for Leaving

There were 122 cases of students leaving the program during the study. When asked why they were leaving 65.6% stated they met their personal/educational objectives, 4.9% stated they had accepted employment or a better position, 12.3% stated they switched to a different program or fulfilled the requirements for attendance, 6.6% stated they are leaving because of health problems, 17.2% were moving outside area, and 7.3% stated they had other personal problems. Reasons for leaving relating to the program included transportation problems (1.6%), child care problems (0.8%), lack of interest (3.3%), class time or location not workable (3.3%), and instructor not helpful (0.8%). Almost 20% of the reasons were unknown.

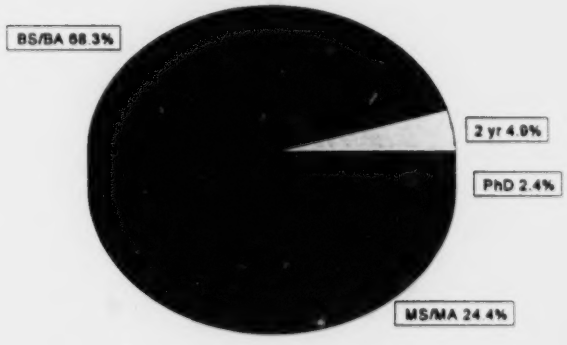
TEACHER CHARACTERISTICS

Demographics

The types of degrees held by the teachers vary from a two-year degree to PhDs.

Degree	Number of Teachers	Percent of Teachers
Two-year associate	2	8%
BS/BA	28	63%
MS/MA	10	24%
PhD	1	4%

FIGURE 6: Degrees Received by Teachers for State AEH



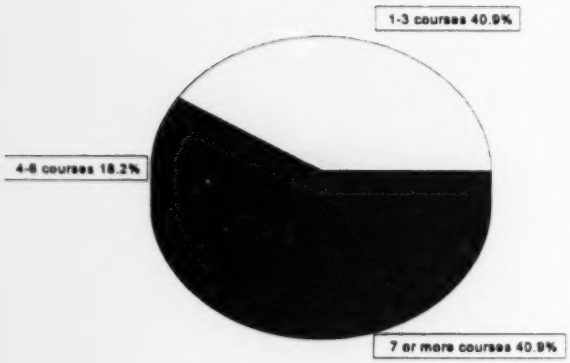
The fields of the teachers vary greatly, including from early childhood, home economics, sociology, special education, and physics. The teaching certificates include the fields of elementary education, psychology, LD/BD, French, and sociology.

The mean length of time for teachers instructing adults was 6.9 years (S.D. = 5.83), with a mean time of 4.1 years (S.D. = 3.89) in the current position. The breakdown of the years of experience for the teachers for instructing adults and the time in current position is shown in Table 11.

TABLE 11: Frequency of the Number of Years Teaching Adults and Teaching in their Current Positions by Teachers of the AEH Program.		
Number of Years	**State Program**	
	Instructing Adults	**Current Position**
0 - below 3	7	16
3 - below 6	12	15
6 - below 9	9	2
9 - below 12	5	3
12 - below 15	1	1
15 or more	4	1
Total	38	38

FIGURE 7: Additional Courses

for State AEH



The teachers have had some additional work to prepare them for their positions. There were 22 teachers with additional course work, including nine teachers with 1 - 3 courses, four teachers with 4 - 6 courses, and nine teachers with 7 or more courses (See Figure 7). Thirty-five teachers took advantage of additional training with seven receiving 1 - 8 hours, ten receiving 2-5 days, and 18 receiving 6 or more days.

Self-Rating of the Teachers

The teachers rated themselves as to their skills or knowledge of various issues. The mean ratings are listed in Table 12 with the percentage of those teachers wanting more training on the issue.

TABLE 12: Means and Standard Deviations of Self-Rating on Skills and Knowledge of Issues about Homeless Adults by Teachers in the AEH Program.

Issue	Mean Rating (S. D.)*	% wanting more training
How adults learn	3.94 (0.98)	55.3%
Adult Education Principles	3.88 (0.67)	40%
Methods/Record Keeping	3.82 (0.80)	15.8%
Low-Literate Learners	3.56 (1.19)	54.1%
Materials available	3.53 (0.96)	50%
Homeless	3.12 (0.84)	55.3%
Learner Portfolios	3.09 (1.14)	0%

*Rating Scale = 1(low) to 5(high)

The attitude assessment was divided into two sections, one about homeless adults and one about instructing adults. The ratings are summarized using a scale of 1 to 7. The attitude rating reflects an unfavorable rating as one and a favorable rating as seven.

Feelings About	Mean	S.D.
Homeless Adults	5.29	0.67
Being a Teacher of Adults	5.53	0.65

Teacher Rating on the Norland-Heimlich Teaching Style Inventory

Teachers completed the Norland-Heimlich Teaching Style Inventory as a measure of their preferred teaching style. The measure gives a ranking for teachers of five different 'centers' for teaching style. Those five different centers include content-centered, physical environment-centered, teaching-centered, learning community-centered, and learner-centered.

When assessing scores for the teachers of the AEH Program on this measure, the following ranking illustrates that teachers tend to focus most on the group of learners (learning community) and least upon the physical environment in which they teach.

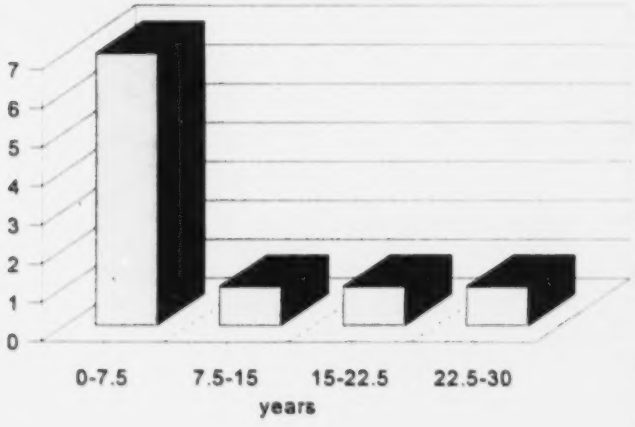
CENTER	RANK
Learning Community	1
Content	2
Learner	3
Teacher	4
Physical Environment	5

DIRECTOR CHARACTERISTICS

There was only one Director for each program. In order to protect the confidentiality of the information provided by the directors local program information is not included.

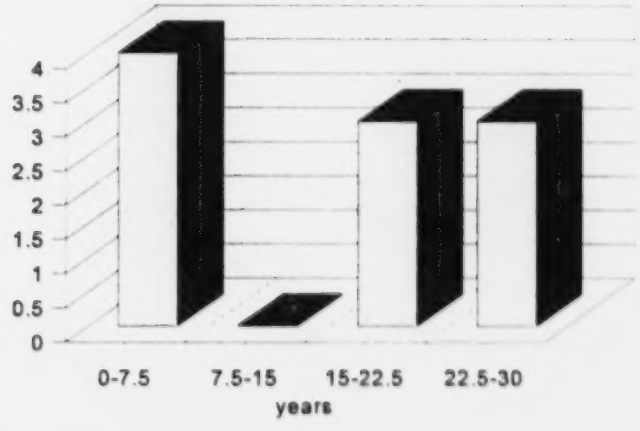
Demographics

FIGURE 8: Time of Directors in Current Position for State AEH



Eleven Administrators were interviewed. One administrator did not take part in the study. The administrators had various titles such as Coordinator of Community Education, Director, Adult Supervisor, Supervisor Community, ABLE Director, Executive Director for Adult Education, Supervisor of Special Education, and Program Coordinator. Their experience was greatly varied, with the mean time spent in their current position being 8.1 years with a standard deviation of 8.435. The median of the distribution was 4.5 years. Most administrators have many years of experience with adult learners (mean = 14.80 with S. D. = 9.74) but are not as experienced with the homeless (mean = 3.8 with S.D.= 2.16) and their issues (mean = 4.00 years with S. D. = 1.94).

FIGURE 9: Time of Directors with Adult Learners for State AEH



The distribution of the years of education of the administrators is shown in Table 13. Notice the chart indicates each level achieved by the administrators. This is why the total reflects a sum greater than ten.

TABLE 13: Frequency of Achieving Level of Formal Education by the Directors.

Formal Education Level	Number of Directors Achieving
High School diploma	10
Two-year college degree	1
BS degree	10
MS degree	10
PhD degree	1

For this table, there were only 10 respondents.

The administrators had degrees that included elementary education, vocational education and adult education. Most of the administrators did participate in on-the-job training in the past two years. There were nine administrators responding.

Days of Training	Number of Administrators
1-3 days	2
4-7 days	1
More than seven days	6

Self-Rating of the Administrators

The administrators were asked to rate themselves on skills and understanding of their field. The results are shown in Table 14.

TABLE 14: Means and Standard Deviations of Self-Ratings on Skills and Knowledge of Adult Education by the Directors.			
Item	**Mean****	**S. D.**	**% Wanting More Training***
Interpersonal Skills	4.3	0.67	0%
Knowledge of Adult Learners	4.2	0.79	0%
Organizational Skills	4.2	0.63	10%
Leadership Skills	4.2	0.63	0%
Finance and Budgeting Skills	4.2	0.63	10%
Communication Skills	4.2	0.42	0%
Personnel Management Skills	4.2	0.63	20%
Curriculum Development	3.5	0.71	40%
Knowledge of homeless issues	3.3	0.48	50%
Use of Learner Portfolio	3.0	1.05	30%
ID of Substance Abuse	2.3	0.95	30%
ID of Learning Disabilities	2.2	1.14	50%

*Percent is based on valid cases (valid cases = 10).

** Rating Scale = 1(low) to 5 (high)

The administrators were given questions to assess their attitudes toward their job and toward the need for the AEH Program. The administrators show a mean job satisfaction index of 4.61 with a standard deviation of 0.42 on a scale of 1 to 5. Their mean assessment of the need for adult education to help today's society is 4.00 with a standard deviation of 1.13 using a scale of 1 to 5. Their mean assessment of the need for the AEH Program to be a part of the ABLE program is 3.68 with a standard deviation of 0.65 on a scale of 1 to 5.

LOCAL PROGRAM CHARACTERISTICS

Organization of Local Program

FIGURE 10: AEH Budget

for State AEH

The local programs have a mean budget of $44,613 for the AEH Program from a mean total ABLE budget of $530,000. This represents about 9% of the total ABLE budget. The staffing for the AEH Program has an average of no full time staff, with a mean of 3.5 part time staff, 2 support staff, and 2.13 other staff. The administrators spend an average of 8.9% (S. D. = 6.3%) of their time on the AEH Program. Although the mean of the time spent and the budget spent are very close, there is no statistical correlation between them.

Assessment of Participants

The average ability of the participants was evaluated by the administrators on a scale of one to five with five being a high level. (See Table 15.)

TABLE 15: Means and Standard Deviations for the Ability of the Participants for State AEH Program as Evaluated by the Directors.

Statistic	Ability	Commitment	Motivation	Potential	Success
Mean	2.57	2.14	2.14	3.00	2.86
S. D.	0.79	0.69	0.69	0.58	0.69

Rating scale = 1 (low) to 5 (high)

Assessment of Teachers

The administrators also evaluated the instructors on several skills.

TABLE 16: Mean and Standard Deviation for the Skills of the Instructors as Evaluated by the Directors for the State AEH Program.			
Skill	**Mean**	**S. D.**	**% Wanting Help in Training***
'People'	4.80	0.42	10%
Flexibility	4.60	0.70	0%
Commitment	4.50	0.71	0%
Communication	4.50	0.53	10%
Attendance	4.50	0.71	0%
Teaching	4.40	0.52	0%
Assessing Participant Progress	4.40	0.70	10%
Interest in Improvement	4.40	0.70	0%
Enthusiasm	4.40	0.70	0%
Creativity	4.30	0.67	0%
Keeping Accurate Record	4.30	0.82	0%
Organizational	4.10	0.74	10%

*Percent is based on valid cases based on a rating of 1(low) to 5 (high).

Assessment of Program

The equipment available for a program varies according to the program. The overall availability of the equipment is listed in the chart below. In a separate column is the frequency this equipment is available but for an extra cost. (See Table 17.)

TABLE 17: Means and Standard Deviations of the Rating of Availability of the Equipment for the AEH Program as Assessed by the Directors.					
Equipment	**State Program**				
	Directors			**Teachers**	
	Mean	**S. D.**	**Extra Cost***	**Mean**	**S.D.**
Library	3.40	1.17	0%	3.19	1.59
Computers	3.30	1.49	20%	1.94	1.51
Television	3.10	1.20	10%	2.99	1.75
VCR/monitor	3.10	1.52	10%	2.56	1.65
Video Equipment	3.00	1.41	10%	1.78	1.37
CD/stereo/radio	2.70	1.34	0%	1.79	1.41
Office Equipment	2.70	1.16	0%	2.68	1.45
Fine Arts Supplies	2.10	0.74	0%	1.88	1.06
Gymnasium	1.70	0.95	0%	1.35	0.85
Sporting Equipment	1.50	0.71	10%	1.36	0.85

*The percent is the percent of directors having to pay for the equipment mentioned.
Rating Scale = 1 (low) to 5 (high)

CURRICULUM CHARACTERISTICS

Rating of Curriculum

The curriculum for the state AEH Program can be described as relevant, easy to use, wide in breadth, of high quality, and having a reading level that is appropriate see to Table 18.

TABLE 18: Means and Standard Deviations for the Ratings of the Curriculum by the Directors and Teachers.

Attribute	Rating Scale* (1/5)	State AEH Program			
		Directors		Teachers	
		Mean	S. D.	Mean	S.D.
Ease of Use	difficult/easy	4.15	0.77	4.17	0.77
Applicability to Participants Life	not relevant/ relevant	4.15	0.92	4.19	0.90
Overall Quality	low/high	4.09	0.81	4.10	0.79
Breadth**	narrow/wide	4.05	0.81	4.08	0.81
Reading Level	too high/ appropriate	4.03	1.06	4.07	1.05
Examples	outdated/ up-to-date	4.01	0.96	4.03	0.96
Participation Satisfaction	dissatisfied/ satisfied	3.97	0.83	3.98	0.83
Instructor Satisfaction	dissatisfied/ satisfied	3.95	0.95	3.95	0.92
Instructor Involvement in Development**	none/involved	3.95	1.26	3.87	1.25
Depth**	shallow/in depth	3.67	1.06	3.71	1.06
Number of Learners**	individual/group	3.39	1.25	3.42	1.25
Number of Sessions**	stand-alone/ multiple	3.21	1.44	3.20	1.42

*The rating scale is 1 to 5 with the first word being 1 and the second word being 5.

**These characteristics are not to be interpreted as positive or negative.

Description of Teaching Methods

Several different teaching methods have been defined for the program. These include active learning (activities such as guest speakers and student participation in performance arts), cooperative learning (group discussion, cooperative groups, group projects, and group problem solving), deskwork activities (work using textbooks, workbooks, and other paper materials), demonstration (activities that involve role playing, simulations, and teacher demonstrations), handouts, teacher presentations, nonteacher activities (peers in pairs and computer assisted instruction), sensory activities (activities using media, arts activities, and field trips), and self-paced instruction (one-on-one tutoring, individualized instruction).

TABLE 19: Means and Standard Deviations of the Frequency with which Methods Are Used for AEH Program as Assessed by the Directors and Teachers.

Methods	State Statistics			
	Directors		Teachers	
	Mean*	S.D.	Mean*	S. D.
Handouts	3.80	0.79	4.32	0.64
Self-Paced Instruction	4.15	0.71	3.94	0.67
Deskwork Activities	3.43	0.59	3.74	0.28
Teacher Presentations	3.60	0.97	3.29	0.46
Cooperative Learning	2.76	0.95	2.70	0.78
Demonstrations	2.62	0.79	2.30	0.85
Nonteacher Activities	2.75	0.59	1.97	0.74
Sensory Activities	2.12.	0.68	1.90	0.44
Active Learning	2.20	1.06	1.89	0.75

*Rating Scale = 1(low) to 5(high).

PHYSICAL ENVIRONMENT CHARACTERISTICS

Rating of Environment

The means and standard deviations of the ratings by the Directors for the physical environments are in Table 20.

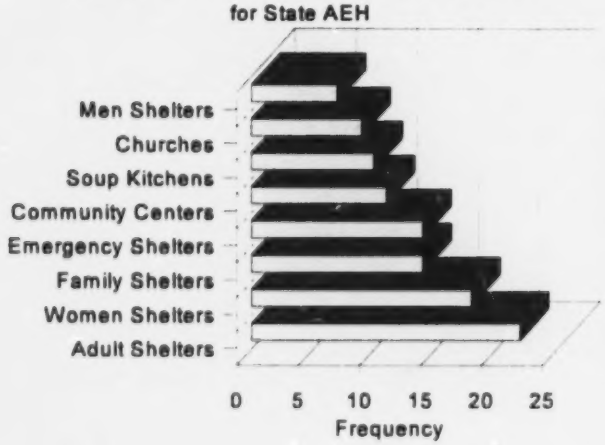
TABLE 20: Means and Standard Deviations of the Ratings for the Physical Environment by the Directors.

Category	State AEH Program	
	Mean*	S.D.
Safety	3.98	0.95
Cleanliness	3.76	1.03
Conduciveness to Learning	3.55	0.89
Comfort	3.43	0.84

*Rating Scale = 1(low) to 5(high)

Types of Environments

FIGURE 11: Types of Environments for State AEH



The types of environments for the program included 22 homeless adult shelters, 18 women shelters, 14 homeless family shelters, 14 emergency shelters, 11 community centers, 10 soup kitchens, 9 churches, and 7 men shelters. Other types listed were adult rehabilitation centers, halfway houses, drop in centers, and battered women centers. No schools were listed as locations for the programs. Sometimes the types of environments can be classified in several ways.

Ratings of Host Organizations

The means and standard deviations of the ratings for the characteristics of the host organizations are as follows. The rating scale is 1(low) to 5(high).

	Mean	S. D.
Interaction with Staff	4.24	1.20
Access to Facilities	4.16	0.96
Flexibility of Host Staff	4.08	1.24
Public Image	4.00	1.08

RELATIONSHIPS AMONG VARIOUS INPUTS TO AND OUTCOMES FROM THE ADULT EDUCATION FOR THE HOMELESS PROGRAM

1. Do teaching methods relate to total student objectives met?

Several teaching methods were studied during this study. The methods defined for the program included active learning (activities such as guest speakers and students participating in performance arts), cooperative learning (group discussion, cooperative groups, group projects, and group problem solving), desk work activities (work using textbooks, workbooks, and other paper materials), demonstration (activities that involve role playing, simulations, and teacher demonstrations), handouts, teacher presentations, non-teacher activities (peers in pairs and computer assisted instruction), sensory activities (activities using media, arts activities, and field trips), and self-paced instruction (one-on-one tutoring, individualized instruction).

These methods were then compared to the number of objectives met by the student to see if there was any relationship. Statistically, the closer the correlation coefficient (r) is to 1 or -1 the more the two variables relate to each other. If r is close to 1, then the variables have a positive relationship which means the more one increases the more the other increases. If r is closer to -1 the variables have a negative relationship where if one increases the other decreases. The closer r is to zero the less of a relationship there is. If the relationship has a significance level (p) equal to 0.05 or less, the relationship is said to be significant, and there seems to be a relationship between the two variables being compared (See Table 21).

TABLE 21: Methods	State Statistics		
	r	p	Relates to number of objectives met?
Sensory Activities	0.4639	0.000	yes
Self-Paced Instruction	0.3104	0.002	yes
Teacher Presentations	-0.3494	0.001	yes
Handouts	-0.4813	0.000	yes
Desk work Activities	-0.5124	0.000	yes
Active Learning	0.1092	0.289	no
Demonstrations	0.0592	0.561	no
Non-teacher Activities	-0.0746	0.463	no
Cooperative Learning	-0.1268	0.211	no

A related question, then, might be:

2. Does the amount of experience a teacher has in various teaching-learning situations relate to the methods (s)he selects to use?

A comparison of years teaching and the methods used was made to see if a more experienced teacher would use one method over another. The results are shown in Table 22 below. The r is given in the table with p in parenthesis immediately after the correlation value. The items shaded are significant. Notice some of the items do parallel the student results.

TABLE 22: Methods	State Statistics			
	Experience Teaching Adults	**Experience in Current Position**	**Experience with the Homeless**	**Experience with Teaching Youth**
Sensory Activities	0.0013 (0.983)	0.4835 (0.000)	0.5619 (0.000)	-0.2428 (0.000)
Self-Paced Instruction	-0.2063 (0.000)	0.0848 (0.133)	0.0650 (0.343)	-0.0208 (0.727)
Teacher Presentations	-0.1562 (0.016)	-0.5238 (0.000)	-0.4769 (0.000)	0.1458 (0.031)
Handouts	0.2905 (0.000)	-0.0444 (0.495)	0.0048 (0.955)	-0.2685 (0.000)
Desk work Activities	-0.1407 (0.030)	-0.2106 (0.001)	-0.1827 (0.031)	-0.1453 (0.031)
Active Learning	-0.1653 (0.003)	-0.1490 (0.008)	-0.1384 (0.043)	-0.1430 (0.016)
Demonstrations	-0.1756 (0.001)	0.417 (0.444)	0.0477 (0.464)	0.1065 (0.063)
Non-teacher Activities	0.0372 (0.496)	0.2392 (0.000)	0.1381 (0.033)	0.0898 (0.117)
Cooperative Learning	-0.2369 (0.000)	0.2121 (0.000)	0.2529 (0.000)	0.2026 (0.000)

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3. How does the nature of the curriculum relate to learner hours of participation and total student objectives met?

When comparing total participation and total objectives attained with the curriculum, it can be shown that different elements of the program affect each of these. Statistical significance is shown when comparing total participation with the breadth of the curriculum ($r = -0.2295$, $p = 0.002$), the overall quality ($r = -0.1716$, $p = 0.022$), the involvement of the instructor in curriculum development ($r = -0.3109$, $p = 0.000$), the number of learners ($r = -0.2774$, $p = 0.000$), the number of sessions ($r = 0.2739$, $p = 0.000$), and the application to the participant's life ($r = 0.2400$, $p = 0.000$). These relationships seem to indicate that the students participate more frequently when the curriculum is narrow and moderate in quality, the instructor is not as involved in the development of the curriculum, the number of learners is small, there are multiple-session classes, and the information is relevant to the student.

Statistical significance is shown when comparing total objectives attained with the depth of the curriculum ($r = 0.2445$, $p. = 0.015$), the examples used ($r = -0.3042$, $p = 0.002$), the overall quality ($r = -0.2703$, $p = 0.007$), the reading level ($r = -0.4114$, $p = 0.000$), and the number of learners ($r = -0.2020$, $p = 0.045$).

4. Does the length of participation (in total hours) relate to the total number of objectives met?

A comparison of total time spent in the program and the objectives met by the students shows no significant relationship. Just because a student attends many hours of classes does not necessarily mean objectives will be met.

5. Do learner demographic characteristics relate to each other, and do demographic characteristics relate to stated objectives for participation?

The following relationships were found among demographic variables and between demographic variables and stated objectives:

AGE: Older students tended to have objectives related to reading and math. They were also more likely to have participated in some special education either in the past or currently.

MARITAL STATUS: No variables were related to marital status.

GENDER: The only relationship found was that men tended to have more past or current employment. Men and women were not different in their stated objectives.

IMMIGRANT STATUS: Immigrants tended to have more formal degrees and more years of formal education completed than other participants. Also, they had more participation (past and/or current) in ESL programs.

VETERAN STATUS: No variables were related to being a veteran.

SELF-IDENTIFIED PHYSICAL LIMITATIONS: The only relationship found was that these individuals tended to have participated in special education programs in the past (or current).

EMPLOYMENT STATUS: Besides gender, the only relationship found was that participants with more previous or current employment tended to have 'gain life skills' as an objective.

NUMBER OF CHILDREN: The more children a respondent had, the more likely it was that (s)he marked the objectives of 'help the kids' and 'help my family'.

DEGREES ATTAINED and/or PAST EDUCATION: Learners who had more formal degrees and/or who had completed more years of formal education tended to have participated (either past or present) in a 'regular' GED/ABLE program, were of immigrant status, had participated (past or current) in ESL programs, and have the stated objective of 'advancing my education'.

6. What variables are associated with the accomplishment of specific objectives of learners?

Participant objectives attained were related to each other (and other variables) in the following patterns:

GOT A JOB: learned less math skills; learned more life skills; learned more job skills; did not feel that education was advanced; tended not to have any formal degrees; tended to have more past/current employment; tended to be male; tended to have 'gain life skills' as a stated objective;

GOT A NEW JOB: tended to have indicated that (s)he obtained housing as an outcome; more likely to have received a diploma as an outcome; tended to have more past or current employment; more likely to have indicated getting a new job as a stated objective of participation.

ADVANCED IN CURRENT JOB: no one reported receiving an advancement in a current job.

OBTAINED HOUSING: was not related to any other variable except getting a new job.

ADVANCED IN READING. more like to have advanced in math skills; advanced in family management skills; had indicated reading improvement as a stated objective for participation.

ADVANCED IN MATH: more likely to have advanced in general educational skills; advanced in reading skills; tended not to obtain employment as an outcome of participation; tended to be women; had identified math advancement as an objective; and had identified helping children as a stated objective.

RECEIVED A DIPLOMA: more likely to have received a new job; more likely to have stated as an objective 'to receive a diploma'.

GAINED SKILLS TO HELP WITH CHILDREN: more likely to have attained goals related to family management.

GAINED LIFE SKILLS: more likely to have received a job; more likely to have gained job skills; more likely to be male; and more likely to have 'gain life skills' as a stated objective.

GAINED JOB SKILLS: more likely to have received a job; more likely to have attained life skills; likely to have less formal degrees; likely to have more past or current employment; more likely to be male; more likely to have 'gain life skills' stated as an objective; and may not necessarily have 'to gain job skills' as an objective.

GAINED FAMILY MANAGEMENT SKILLS: more likely to have gained reading skills; more likely to have gained skills to help children; and more likely to have indicated family management skills as a stated objective for participation.

ADVANCE IN EDUCATION: more like to be female; less likely to obtain a job as a result of participation; more likely to attain math skills; more likely to have indicated 'to advance in education' as an objective of participation.

7. Does the teaching style of the instructor relate to the type of objectives attained by learners?

The following describes the relationships between various objectives attained and the type of teaching style the instructor possessed:

Teaching Style Center likely of Teacher	Objectives LIKELY to have been attained	Objectives NOT to have been attained
CONTENT-CENTERED:	no relationships found	a job; life skills; job skills
ENVIRONMENT-CENTERED:	advance in education	no relationships found
INSTRUCTOR-CENTERED:	a job; life skills; job skills	no relationships found
LEARNING COMMUNITY-CENTERED:	a job; job skills	advance in education
LEARNER-CENTERED:	a job; life skills, job skills	no relationships found

8. Do teachers with one predominant teaching style tend to avoid using other styles?

The following describes the relationships among the teaching style centers:

> A teacher who is content-centered tends NOT to be learner-centered or learning-community centered.
>
> A teacher who is environment-centered tends NOT to be instructor-centered.
>
> A teacher who is instructor-centered tends NOT to be environment-centered or learning community-centered.
>
> A teacher who is learning community-centered tends NOT to be content-centered or instructor-centered.
>
> A teacher who is learner-centered tends NOT to be content-centered.

9. Does the location of the program relate to learner participation?

An analysis of the location of a program provides some significant results. The closer the program is to the students, the more likely the students are to participate longer in the program ($r = 0.46$, $p = 0.00$). There is a negative relationship between the closeness of the public assistance office to the program and the length of time of participation of the students ($r = -0.16$, $p = 0.04$). Some variables, such as being close to public transportation or in clearly marked locations, have no significant relationship with the length of time a student participates in the program.

10. Does budget relate to percent of time spent on administering the program?

As would be expected, there is a strong direct relationship between the annual budget for the ABLE program and the budget for the AEH program ($r = 0.9398$, $p = 0.000$). The time a director spends on the AEH program and the number of full time staff members is related.

There are many areas where no relationships were found. From our study no relationship can be shown between the director's time spent on AEH and his/her interest in the homeless issues. Additionally, there was no relationship between director time spent on AEH and his/her perceptions of the following: community financial support for adult education, community moral support, community citizen involvement, community economic stability, community socio-economic status, and community employment rate.

SUMMARY OF RESULTS AND QUESTIONS FOR DISCUSSION

The following discussion provides a summary of the findings for the evaluation of the Adult Education for the Homeless Program of ODE. After the summary, questions related to the findings are raised for discussion. No specific recommendations have been given.

Summary of Results

The Learners

Learners in this study were evenly distributed across gender and African American and European American heritage. Over seventy-five percent of the learners were aged 20 to 40. Most were unmarried and about half had children. Twenty-four learners reported having a physical limitation and fifteen reported being veterans. Only nine learners reported being immigrants.

When asked to what extent they had participated in previous or current additional adult education programs (additional to AEH), most had never participated in an ESL or special education program before the AEH program. However, half indicated either past or current participation in an ABE/GED program.

Learner experiences with previous education were very diverse. The clear majority had 10 years of formal schooling or more. Ninety-three reported having a high-school diploma and eight reported having a post-high-school degree of some type. Thirty had received the GED previously. Twenty percent of the respondents, however, indicated that they had completed less than ten years of formal schooling.

Certain demographic characteristics of learners were related: older students tended to have participated in special education previously; men were more likely to have past or current employment; immigrants tended to have more education and past/present participation in ESL programs; those with physical limitations were more likely to have participated in special education; and those with higher formal education tended to be immigrants.

Learners were asked to indicate which assistance programs they had participated in in the past or were participating in currently. The Food Stamp program was most frequently named with almost two-thirds indicating past or current participation. Other programs indicated were ADC (one-third of the participants), General Welfare (also one-third), and WIC (just over one-fourth).

Most respondents were unemployed at the time the data were collected. Of those who indicated that they were unemployed, most had not received previous job training or unemployment benefits.

November, 1994 attendance was used as a representative month for the AEH program. Just about 50 percent of the learners participated for ten hours or less for the month. A small

percentage of learners attended ten or more hours per week (six percent).

Teachers assessed the quality of learners' participation, their general attitude, their progress toward personal and academic goals, and their progress in life skills. Teacher ratings indicated that they felt that learners were above average in all areas and highest in general attitude. The lowest assessment was for progress in life skills, but the rating was still above average. Local program directors were asked to rate their program's participants (as a group) on the following: potential (highest rating), chance for success, ability, motivation, and commitment (lowest rating). All ratings were very low (all below the mid-point of the scale).

When asked why learners chose to participate, the top responses were 'to learn new life skills' and 'to learn new job skills'. Improving math and reading skills was also a frequently mentioned goal. The least frequently mentioned goals were 'to gain skills to help with the children' and 'to receive a GED'.

When assessing the relationships between stated objectives and demographic characteristics, the following results were found. Older students tended to participate to improve in math and in reading. Those who were employed tended to indicate 'gaining life skills' as a goal. Participants with more children were more likely to indicate the objectives of 'gaining skills to help the kids' and 'gaining skills to help my family'. Those with the most previous formal education were more likely to indicate, as a goal, 'to advance my education'.

Learners who had the following list of stated objectives were more likely to have attained them than those who had different stated goals: get a new job, advance in reading, advance in math, receive a diploma, gain life skills, gain family management skills, and advance in education.

Learners did not necessarily accomplish only the same objectives they indicated initially. Those who hoped to gain life skills were more likely to get a job. Those who identified gaining skills to help with children were more likely to increase in math skills. Those who hoped to gain job skills also were more likely to increase their life skills as well.

When asked why they were leaving the program, learners who left the program before the end of November most frequently indicated that they had 'met personal or educational goals' (two-thirds). A small percentage of participants left because of program-related problems (less than five percent) such as inconvenient class time, inconvenient location of class, or instructor not helpful.

As a part of the AEH educational program, teachers sometimes help students with information and issues not directly related to the immediate curriculum of the day. This evaluation collected information about these issues. Teachers were asked which issues were 'identified', which issues had 'referrals made', which issues learners 'took action' on, and finally, which issues were 'resolved'. The issues included continuing education, housing, child care, mental health, public assistance, and family issues. The issues most frequently addressed were continuing education

and housing needs. For the month of November, a total of over 1000 conversations, referrals, actions taken, and resolutions were documented by teachers.

The Teachers and Teaching Methods

AEH teachers are diverse in type of formal education and degrees attained. Over half of the teachers reported having a BS/BA and, as is typical of most groups of ABE teachers, degrees ranged from early childhood development to French. Many of the teachers reported having additional formal coursework related to education. Teachers were experienced in teaching adults and somewhat experienced with homeless populations.

When rating themselves on various knowledge and skills, they were most positive about their knowledge of how adults learn and least positive about their knowledge of how to use learner portfolios. Over half of the teachers indicated that they desired additional training in the following areas: how adults learn, how to work with low-literate learners, what curriculum materials are available to use, and how to work with homeless populations. Surprisingly, even though teachers rated themselves lowest on knowledge of using learner portfolios, no teacher indicated desired additional training in using learner portfolios.

Teachers' attitudes toward 'homeless adults' and 'being a teacher of adults' were measured. Teachers were slightly more positive in their attitude about being a teacher of an adult than they were toward homeless adults. Both attitudes, however, were quite positive.

Teachers' skills were rated (as a group) by their respective directors. All ratings were quite high. The strongest skills appear to be 'people skills', 'flexibility', 'commitment', 'communication', and 'attendance'. Lowest (but still high) was organizational skills. Directors felt that additional training would be helpful in 'people skills', 'communication', 'assessing participant progress', and 'organizational skills'.

Teaching styles of the teachers were assessed using the Norland-Heimlich Teaching Style Inventory. Of the five teaching styles measured, the most predominant style was 'learning-community-centered', suggesting that teachers prefer to focus the learning process on the group of learners. The least prominent style was 'physical environment-centered', suggesting that most teachers do not focus on the physical environment when they teach. Teachers who used one style tended to avoid specific other styles.

There were a number of relationships found between teaching style and learner outcomes. Findings suggest that the learners with content-centered teachers were less likely to have attained a job, life skills, and job skills. Learners with teachers who were either instructor-centered, learning community-centered, or learner-centered were more likely to attain a job and job skills (and additionally, life skills for instructor-centered and learner-centered) as result of their participation.

Teachers used a variety of methods of instruction. Both directors and teachers indicated the extent to which various teaching methods are used. There was some disagreement on the frequency of use of certain methods. Directors believe that there is more frequent use (by teachers) of cooperative learning, demonstrations, non-teacher activities, sensory activities, and active learning than what the teachers reported. The most frequently-used methods (as reported by the teachers) included hand-outs, self-paced instruction, and deskwork activities. The least frequently used methods (according to the teachers) included non-teacher activities, sensory activities, and active learning.

The extent of use of certain methods was related to the teacher's experience with teaching adults, experience in the current position, experience with homeless populations, and experience with teaching youth. Of note were the following relationships: teachers who had the most experience in the current position and the most experience with homeless populations were more likely to use sensory activities and cooperative learning methods but less likely to use teacher presentations, deskwork activities, and non-teacher activities.

When assessing which teaching methods were most effective with students, the relationship between frequency of use of method and total number of student objectives met was calculated. Students whose teachers used sensory activities and/or self-paced instruction were more likely to have the most objectives met. Students whose teachers used teacher presentations, handouts, and deskwork activities were most likely to have the fewest objectives met.

Curriculum

Both teachers and directors of local programs were asked to assess the curriculum used in the AEH program. There was no 'average' curriculum used within or across sites and programs. Additionally, directors and teachers agreed on their ratings of the curriculum. The strongest characteristics of the curricula used appear to be 'the ease of use' and 'the applicability to participant's situation'. The weakest aspects were perceived participant satisfaction and reported teacher satisfaction with the curriculum.

When assessing the relationships between the characteristics of the curriculum and the number of hours a learner participated in the program (a desired outcome of the AEH program), there were several findings. Students tended to participate longer if the curriculum was narrow in focus, the instructor was less involved with its development, the curriculum was designed for individual or small group work, the number of sessions it was designed for was high, and the application to the participant's life was strong.

When assessing the relationship between curriculum characteristics and total number of learner objectives attained (another desired outcome of the AEH program), learners tended to accomplish the most objectives with a narrow and detailed focus of curriculum in which few examples were used. As the reading level of the curriculum became 'too high' (as judged by the

teacher), more objectives were met. As the number of learners for which the curriculum was designed decreased, more objectives were met.

Physical Environment

Teachers and directors were asked to rate the physical environment of AEH classrooms on safety, cleanliness, conduciveness to learning, and comfort. Ratings were generous; all were above the mid-point on the scale.

Many different environments were used for AEH classes. The majority were held in Adult Shelters. Other sites included churches, soup kitchens, community centers, and emergency shelters. Teachers and directors were asked to rate these host facilities. The average ratings for staff interaction, access to facilities, flexibility of host staff, and public image of facility were all quite high.

When assessing other physical characteristics of the host facility, it was found that the closer the facility is to the learners, the more hours they participate. The closer it is to public assistance offices, however, the fewer the hours of learner participation.

Another aspect of physical environment is the amount and type of equipment and facilities available for use with learners. Both teachers and directors were asked to rate the availability of equipment and facilities. The directors rated most equipment and facilities as being much more available than did the teachers. Libraries were most accessible; sporting equipment and gymnasiums were least accessible.

Local Program

The average AEH program budget is equal to about nine percent of the local program total ABLE budget. With this budget, the average AEH staff has no full-time and about three part-time teachers. The local program director spends about nine percent of his or her time on administration of the AEH program.

There is no average administrator in title, experience with adult education, or experience with homeless adults. Directors reported wanting more training in most skills areas with the exception of interpersonal skills, knowledge of adult learners, leadership skills, and communication skills. Their strongest desires for continuing education were related to identification of learning disabilities, knowledge of homeless issues, and general curriculum development.

Questions for Discussion

In lieu of making specific recommendations for action, this report poses a series of questions that the users of this information will want to discuss. Decisions related to program planning for ABLE and also future evaluation efforts for ABLE can be guided by the answers to these and many other questions. Teachers, administrators, and other 'stakeholders' of ABLE may want to hold a series of discussion groups to address the following questions and potential implications for policy, planning, and practice.

1. Do the number and types of learners represent the target population of the program?

2. Do learner goals for participation represent the goals of the program? Are they realistic?

3. Are the learners being reached by this program 'new' to ABE/GED? Should they be?

4. Did the learners participate for the 'desired' or 'accepted' number of hours? (What is the 'desired' and 'accepted' number of hours?)

5. Did learners achieve their stated objectives? (Which objectives were more likely to have been achieved after having been identified by learners as a goal for participation?) Why? What learner characteristics and program characteristics improve the chances for objectives to be met? How does your program stack up?

6. Life skills and job skills appear to be related. What can and should the program do to capitalize on this relationship?

7. Many issues (beyond the specific curriculum) were addressed and resolved as a result of teacher-learner interaction. Is this an appropriate use of AEH time? Is it the best use of AEH time? Could/should curriculum be developed which incorporates discussion and actions related to these various issues?

8. Are current teachers' experiences and education at the 'desired' level? (What is the desired level?)

9. Do teachers need in-service training? What do they desire? What do their directors suggest? What do the statistics say about learner outcomes and teacher preparation, teaching style, and teaching methods used? What is a first priority for teacher in-service based upon the answers to these questions?

10. What do these findings suggest about future hiring practices?

11. With regard to curriculum, how important are the following: ease of use, applicability to participant's life, breadth/depth, reading level, use of examples, participant and teacher

satisfaction, instructor involvement in development, number of learners, and number of sessions for which the curriculum was designed? What can be done to various curricula to improve the chances of longer student participation and more objectives met?

12. Where should sparse dollars be spent with regard to facilities and equipment? What equipment facilitates desired methods of teaching (methods that increase the chances of participants staying longer and meeting more objectives)?

13. How important is the physical environment to learners? To teachers? What relationship does it have on success? What kinds of decisions can be made to address the physical environment, if needed?

14. How close are teachers and administrators in their perceptions of learners, resources, facilities, curriculum? If there are gaps, who is misinformed? Why? What can be done to enhance the situation?

FINAL NOTE FROM EVALUATORS

The philosophy of this evaluation has been, from its inception, that of the stakeholder-driven approach. Decisions about questions, instrumentation, data collection, data analysis, and reporting were guided by the users of the results of this evaluation. We would be remiss if we did not encourage the recipients of this report to continue the process by using it in the method in which it was conceived, developed, and presented -- through grassroots participation in decision-making. (Thus, the set of questions for discussion rather than recommendations from the evaluators.) We will, however, be delighted to join in discussions throughout the process of using the results in planning, policy reformation, and practice. Thank you for the opportunity to serve!

APPENDIX A: STAKEHOLDERS

Flute Rice, Program Director, Toledo
Sr. Kathleen Kilbane, Coordinator, Cleveland City Schools
Janet Jayjohn, Instructor, Pike Co. JVS
Alma Steele, Instructor, Dayton
Fred Stroud, Instructor, Dayton AEH
Beth Stewart-Magee, Columbus
Emmalou Norland, evaluator
M. Claire Oberst, evaluator

APPENDIX B: INDICATORS OF PROGRAM QUALITY

INDICATOR 1.1

Learners demonstrate progress toward attainment of basic skills and competencies that support their educational goals.

INDICATOR 1.2

Learners acquire life-skills competencies and demonstrate enhancement of personal and social development.

INDICATOR 1.3

Learners advance in the instructional program or complete educational requirements that allow them to continue their education or training.

INDICATOR 2.0

Program is housed in a physical environment that is safe, accessible, appropriate for adults, and conducive to teaching adults.

INDICATOR 3.0

Program planning has a planning process that is ongoing and participatory; guided by evaluation; and based on a written plan that considers community demographics, needs, resources, and economic and technological trends and is implemented.

INDICATOR 4.0

Program has curriculum and instruction geared to individual learning styles and needs.

INDICATOR 5.0

Program has an ongoing professional development process that considers the specific needs of its staff and volunteers, offers training in the skills necessary to provide quality instruction, and includes opportunities for systematic follow-up.

INDICATOR 6.0

Program identifies learners' need for support services and makes services available to students directly or through referral to other educational and service agencies with which the program coordinates.

INDICATOR 7.0

Program successfully recruits from the population in the community identified in the Adult Education Act as needing literacy services.

INDICATOR 8.0

Learners participate in the program until learner-centered goals are met.

APPENDIX C: INSTRUMENTS

TEACHER
- TEACHING CENTER INVENTORY
- INSTRUCTOR PROFILE
- ENVIRONMENT QUESTIONNAIRE
- CURRICULUM QUESTIONNAIRE
- FOCUS GROUP INTERVIEW

ADMINISTRATOR
- ADMINISTRATOR QUESTIONNAIRE
- FOCUS GROUP INTERVIEW

PARTICIPANT
- PARTICIPANT DATA SHEET
- PARTICIPANT INTAKE INTERVIEW
- WEEKLY PARTICIPANT PROGRESS REPORT
- EXIT/FOLLOW-UP

Name: _____

Program: _____

TEACHER CENTER INVENTORY - N&H 1993
ADULT BASIC AND LITERACY EDUCATION VERSION

Please respond to the following situations by ranking each of the five responses for each situation.

Use the number one (1) for your first choice, two (2) for your second choice, and so on. If there is a response that you completely disagree with, please place a zero (0) in the blank but be sure to rank the others in the set.

1. You receive a telephone call from another instructor asking you if you would be able to fill in for him or her in a class (s)he is teaching tomorrow. Assuming your schedule permits your participation, in what order would you ask the following questions?

__ a. What will I be teaching?

__ b. Can you tell me something about each learner in the class?

__ c. Where is your class held? What facilities are available?

__ d. How does this group of participants interact?

__ e. Are there specific teaching methods to be used?

2. Rank the following situations in terms of your level of excitement for each.

__ a. The curriculum packet you were promised six months ago, on your most important unit, finally arrives.

__ b. That participant who "just didn't get it," finally "got it" in terms of a skill you have been working on with him or her.

__ c. You learn that your class has been moved to a brand new and well-equipped facility which is even closer (distance-wise) to your students.

__ d. The group of participants you are instructing is interacting so well together that they hardly notice when time is up.

__ e. The one method of instruction with which you have been most uncomfortable finally becomes "like second nature" to you.

3. When planning to teach your class, rank the following activities in terms of what you focus on the most.

__ a. Learning about each individual participant's needs and skills.

__ b. Obtaining and reading as much information on the subject as is available.

__ c. Making a list and securing all needed equipment and arriving in plenty of time to arrange the room.

__ d. Being sure that there are activities planned for each session that help people get to know one another.

__ e. Planning to use the methods of instruction with which you feel the most comfortable.

4. If there were a particularly heated discussion in your class, rank the following actions you would most likely take to "defuse" the situation.

__ a. You would have planned ahead and arranged the room (physical arrangement) such that discussion can be "controlled" when needed.

__ b. You would exert your authority as the instructor and ask that they "move on."

__ c. You would speak individually with the persons involved to get a better perspective on the issues at hand.

__ d. You would address the entire group to see what they preferred to do with the situation.

__ e. You would call the group's attention back to the lesson and have them refocus. After all, that's what they're there for.

5. When selecting curriculum materials for your lessons, rank the following criteria as to what is most (to least) important.

__ a. The curriculum is the most comprehensive available.

__ b. The materials are the most appropriate for the level of the group of participants.

__ c. There are multiple approaches to various concepts helping to address each participant where he or she is.

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__ d. The materials were written by one of your most respected experts.

__ e. The materials have high quality paper, print, and photographs.

6. When determining the learning objectives, rank the following sources in terms of importance in your decision-making.

__ a. Direct input from your current participants.

__ b. Your knowledge of past groups of participants who have participated.

__ c. Your opinion of what is important to learn in that particular lesson.

__ d. The potential resources available (personnel, equipment, rooms) to engage the learners.

__ e. The nature of the subject to be taught.

7. When selecting methods of instruction, rank the following sources in terms of importance in your decision-making.

__ a. Your particular expertise in using various methods.

__ b. The typical learning styles of individual participants who are likely to participate.

__ c. The nature of the subject to be taught.

__ d. The kind of physical environment in which the program takes place.

__ e. The expressed preferences of the group of learners.

8. You have been asked to teach a special lesson for a group of participants which you have never taught before. You have received the confirmation letter which gives you the specifics. When you arrive to teach, rank the following in terms of which would be most bothersome for you.

__ a. The location has been changed; the room is not at all what you expected; the equipment you needed is not available for your use.

__ b. The subject matter of the lesson has been changed. You are familiar with it, but not prepared to teach it.

__ c. The group of people shows up and to your surprise, they all know one another well - an element you did not expect nor plan for.

__ d. The group of people shows up and they are not at all the kind of individuals you expected in terms of background and demographics.

__ e. The time frame you were given has been altered and you have significantly more/less time.

9. Picture yourself the first day of a new class. Rank the following in terms of what you would do first (to last).

__ a. Ask the individuals in attendance to share their goals for their participation.

__ b. Conduct an activity to get people to know one another better.

__ c. Introduce the subject matter of the class and try to get some enthusiasm going for the topic.

__ d. Physically rearrange the room for maximum learning potential.

__ e. Introduce yourself and share about your background and experiences.

10. Rank the following in terms of the impact each has on your decision-making as a teacher.

__ a. The subject(s) you teach.

__ b. The physical environment(s) in which you teach.

__ c. The needs you experience, as an instructor.

__ d. The nature of the typical group of participants.

__ e. The nature of the typical individuals you instruct.

NAME/ID NO_____

SCORE SHEET FOR TEACHER CENTER INVENTORY

For each question, write the rank for each of the responses, A through E below.
Then, total each column and write the total in the correct blank below.

Question	Content	Environ	Teacher	Group	Student
1	A_	C_	E_	D_	B_
2	A_	C_	E_	D_	B_
3	B_	C_	E_	D_	A_
4	E_	A_	B_	D_	C_
5	A_	E_	D_	B_	C_
6	E_	D_	C_	B_	A_
7	C_	D_	A_	E_	B_
8	B_	A_	E_	C_	D_
9	C_	D_	E_	B_	A_
10	A_	B_	C_	D_	E_
TOTAL	___	___	___	___	___

Now, transfer each of the totals to the appropriate blank below and rank the totals from one (1) to five (5) using the lowest score for number one, the second lowest score for number two, and so on.

CENTER	RAW SCORE	RANKING
CONTENT	____	___
ENVIRONMENT	____	___
INSTRUCTOR	____	___
LEARNING	____	___
STUDENT	____	___

INSTRUCTOR PROFILE INSTRUMENT

Program: _____

Site(s) at which you instruct: _____

INSTRUCTOR PROFILE

1. Name:_____

2. Mailing Address:

_____

_____

3. Daytime Telephone Number(s):_____

4. What is your job title with the AEH program? (circle all that apply)

a. teacher
b. instructor
c. volunteer
d. coordinator
e. administrator
f. Other: _____

5. In what programs do you instruct? (circle all that apply)

a. AEH
b. ABLE
c. Other: _____

6. About how many hours per week do you instruct:

a. in AEH? _____Hours per week
b. in ABLE? _____Hours per week
c. in "Other"? _____Hours per week

7. What teaching/instruction-related certifications do you currently have?

_____

8. Please answer the following about your experience as an instructor.

a. Length of time in current position _____Years
b. Total length of time instructing adults _____Years
c. Length of time instructing youth _____Years
d. Length of time with homeless issues _____Years

9. Do you have an advanced degree in teaching or other areas of Education? (circle all that apply)

a. 2 Year Degree
b. BS/BA
c. MS/MA
d. Ph.D.

If any are circled, give major(s):

_____

_____

10. Have you had college-level course work (hours outside of any degree you have in education) in teaching or other areas of Education? (circle one)

a. 0 courses
b. 1-3 courses
c. 4-6 courses
d. 7 or more courses

11. Within the last two years, have you had any on-the-job training in Education-related topics? (circle one)

a. 0 hours
b. 1-8 hours
c. 2-5 days
d. 6 or more days

List topics: _____

12. Rate yourself on the following and the if you would like additional training on the topic. Relate your answers to teaching adults.

	Low				High	More Training?
a. knowledge of Adult Education principles	1	2	3	4	5	
b. skills in teaching methods	1	2	3	4	5	
c. knowledge of homeless issues	1	2	3	4	5	
d. skills in communication	1	2	3	4	5	
e. using learner portfolios	1	2	3	4	5	
f. helping low-literate learners	1	2	3	4	5	
g. keeping accurate records	1	2	3	4	5	
h. knowledge of how adults learn	1	2	3	4	5	
I. measuring learner progress	1	2	3	4	5	
j. knowledge of materials available to support learners	1	2	3	4	5	
k. identifying learning difficulties	1	2	3	4	5	

13. Are there other topics on which you would like training? (List and describe here)

_____

_____

14. For the following two topics, place a somewhere between EACH of the sets of words. Select the location which best represents your feelings about each of the topics.

HOMELESS ADULTS

LOVE	___:___:___:___:___:___:___	HATE
BORING	___:___:___:___:___:___:___	INTERESTING
EASY	___:___:___:___:___:___:___	DIFFICULT
UNIMPORTANT	___:___:___:___:___:___:___	IMPORTANT
FIRST	___:___:___:___:___:___:___	LAST
UNFAIR	___:___:___:___:___:___:___	FAIR

BEING AN INSTRUCTOR OF ADULTS

HATE	___:___:___:___:___:___:___	LOVE
FAMILIAR	___:___:___:___:___:___:___	STRANGE
HOPEFUL	___:___:___:___:___:___:___	HOPELESS
EXCITING	___:___:___:___:___:___:___	BORING
OPEN	___:___:___:___:___:___:___	CLOSED
CHALLENGING	___:___:___:___:___:___:___	EASY

Thanks for your time and input! Do you have other comments? Include them here:

ENVIRONMENT QUESTIONNAIRE

Name of Observer: _____

Date of Observation: _____

PHYSICAL ENVIRONMENT/FACILITIES

1. What is the name of this program? _____

2. What is the name of this site? _____

3. What kind of site is it? (circle all that apply)

a. Homeless Adults Shelter
b. Homeless Families Shelter
c. Community Center (public)
d. Community Center (private)
e. 'Soup Kitchen'
f. Public elementary/secondary school
g. Private elementary/secondary school
h. Technical college/College
I. Church
j. Emergency Shelter
k. Women's Shelter
l. Men's Shelter
m. Other: _____
n. Other: _____

COMMENTS:

2. Rate the following characteristics of the location for the AEH program: (circle one number for each)

	Poor				Excellent
a. Proximity to potential participants	1	2	3	4	5
b. Proximity to public transportation	1	2	3	4	5
c. Location clearly identified	1	2	3	4	5
d. Proximity to public assistance offices	1	2	3	4	5

COMMENTS:

3. Rate the following characteristics of the physical environment and facilities for this AEH program site: (circle one number for each)

	Poor				Excellent
a. Safety	1	2	3	4	5
b. Cleanliness	1	2	3	4	5
c. Temperature	1	2	3	4	5
d. Noise level	1	2	3	4	5
e. Comfort of furniture	1	2	3	4	5
f. Adequacy of furniture	1	2	3	4	5
g. Conduciveness to learning	1	2	3	4	5
h. Potential for group instruction	1	2	3	4	5
I. Potential for individual work	1	2	3	4	5

COMMENTS:

4. Rate the following characteristics of the host organization: (circle one number for each)

	Poor				Excellent
a. Ease of interaction with staff	1	2	3	4	5
b. Access to facilities	1	2	3	4	5
c. Flexibility of staff	1	2	3	4	5
d. Public image	1	2	3	4	5

COMMENTS:

5. How would you rate this site overall?

a. NOT ACCEPTABLE
b. POOR
c. FAIR
d. AVERAGE
e. GOOD
f. EXCELLENT
g. EXCEPTIONAL

CURRICULUM QUESTIONNAIRE

Name of Observer: _____

Date of Observation: _____

CURRICULUM

1. What is the name of this program?_____

2. What is the name of this site? _____

3. Rate the following as each relates to the curriculum for this program and site:

a. Depth	Shallow	1	2	3	4	.5	In depth
b. Breadth	Narrow	1	2	3	4	5	Wide
c. Reading level	Too High	1	2	3	4	5	Appropriate
d. Applicability to participant life situation	Not Relevant	1	2	3	4	5	Relevant
e. Examples	Outdated	1	2	3	4	5	Up-to-date
f. Overall quality	Low	1	2	3	4	5	High
g. Ease of use	Difficult	1	2	3	4	5	Easy
h. Instructor satisfaction	Dissatisfied	1	2	3	4	5	Satisfied
I. Participant satisfaction	Dissatisfied	1	2	3	4	5	Satisfied
j. Instructor involvement in development	None	1	2	3	4	5	Involved
k. Number of learners	Individual	1	2	3	4	5	Group
l. Number of sessions	Stand-alone	1	2	3	4	5	Multiple

COMMENTS:

4. Rate the following methods of instruction as to the extent to which each is being used in the AEH classes at this site:

	Not at All				Extensively
a. Role play	1	2	3	4	5
b. Self-paced instruction	1	2	3	4	5
c. Computer assisted	1	2	3	4	5
d. Instructor presentation	1	2	3	4	5
e. Group discussion	1	2	3	4	5
f. Textbook	1	2	3	4	5
g. Cooperative learning	1	2	3	4	5
h. Field trips	1	2	3	4	5
I. Group projects	1	2	3	4	5
j. Demonstrations	1	2	3	4	5
k. One-on-one tutoring	1	2	3	4	5
l. Simulation	1	2	3	4	5
m. Group problem-solving	1	2	3	4	5
n. Media	1	2	3	4	5
o. Homework	1	2	3	4	5
p. Peers in pairs	1	2	3	4	5
q. Workbooks	1	2	3	4	5
r. Handouts	1	2	3	4	5
s. Participant portfolios	1	2	3	4	5

	Not at All				Extensively
t. Fine arts activities	1	2	3	4	5
u. Performing arts activities	1	2	3	4	5
v. Guest speakers	1	2	3	4	5
w. Physical activity/sports	1	2	3	4	5
x. Gaming	1	2	3	4	5

COMMENTS:

5. Rate each of the following as to their availability for use in the AEH programs: (circle one number for each; if available but for an extra cost, also circle '$')

	Not Available			Readily Available		Extra Cost
a. Library	1	2	3	4	5	$
b. Computers	1	2	3	4	5	$
c. Video Equipment	1	2	3	4	5	$
d. CD/stereo/radio	1	2	3	4	5	$
e. Television	1	2	3	4	5	$
f. Gymnasium	1	2	3	4	5	$
g. Fine arts supplies	1	2	3	4	5	$
h. Office equipment	1	2	3	4	5	$
I. VCR/monitor	1	2	3	4	5	$
j. Sporting equipment	1	2	3	4	5	$

COMMENTS:

FOCUS GROUP INTERVIEW (TEACHER)

DISCUSSION GUIDE FOR INSTRUCTOR MEETING

1. Distribute *Instructor Profile* and *Teacher Center Inventory*. Assist with completion and collect.

2. Begin discussion with...

a. How would you describe the (city) adult education for the homeless program?

b. What are the strengths of the program here? Let's start with the number one strength.

- Others?

c. What would you say are some areas that need improvement? What is number one on your list?

- Others?

d. What resources could the State Department of Education provide to help with those needed changes? What would you say was number one?

- Other helps?

e. Is there anything else you would like add to this discussion?

AEH ADMINISTRATOR QUESTIONNAIRE
(The person responsible for the day-to-day operations of the AEH program)

Name: _____

Program: _____ Date: _____

Please complete the following questions by referring to your entire Adult Education for the Homeless Program (AEH).

I. CURRICULUM

1. Rate the following as each relates to the majority of the curriculum your program has for the AEH:

a. Depth	Shallow	1	2	3	4	5	In depth
b. Breadth	Narrow	1	2	3	4	5	Wide
c. Reading level	Too High	1	2	3	4	5	Appropriate
d. Applicability to participant life situation	Not Relevant	1	2	3	4	5	Relevant
e. Examples	Outdated	1	2	3	4	5	Up-to-date
f. Overall quality	Low	1	2	3	4	5	High
g. Ease of use	Difficult	1	2	3	4	5	Easy
h. Instructor satisfaction	Dissatisfied	1	2	3	4	5	Satisfied
I. Participant satisfaction	Dissatisfied	1	2	3	4	5	Satisfied
j. Instructor involvement in development	None	1	2	3	4	5	Involved
k. Number of learners	Individual	1	2	3	4	5	Group
l. Number of sessions	Stand-alone	1	2	3	4	5	Multiple

2. Rate the following methods of instruction as to the extent to which each is being used in the AEH classes:

	Not at All				Extensively
a. Role play	1	2	3	4	5
b. Self-paced instruction	1	2	3	4	5
c. Computer assisted	1	2	3	4	5
d. Instructor presentation	1	2	3	4	5
e. Group discussion	1	2	3	4	5
f. Textbook	1	2	3	4	5
g. Cooperative learning	1	2	3	4	5
h. Field trips	1	2	3	4	5
I. Group projects	1	2	3	4	5
j. Demonstrations	1	2	3	4	5
k. One-on-one tutoring	1	2	3	4	5
l. Simulation	1	2	3	4	5
m. Group problem-solving	1	2	3	4	5
n. Media	1	2	3	4	5
o. Homework	1	2	3	4	5
p. Peers in pairs	1	2	3	4	5
q. Workbooks	1	2	3	4	5
r. Handouts	1	2	3	4	5
s. Participant portfolios	1	2	3	4	5

	Not at All				Extensively
t. Fine arts activities	1	2	3	4	5
u. Performing arts activities	1	2	3	4	5
v. Guest speakers	1	2	3	4	5
w. Physical activity/sports	1	2	3	4	5
x. Gaming	1	2	3	4	5

3. Rate each of the following as to their availability for use in the AEH programs: (circle one number for each; if available but for an extra cost, also circle '$')

	Not Available			Readily Available		Extra Cost
a. Library	1	2	3	4	5	$
b. Computers	1	2	3	4	5	$
c. Video Equipment	1	2	3	4	5	$
d. CD/stereo/radio	1	2	3	4	5	$
e. Television	1	2	3	4	5	$
f. Gymnasium	1	2	3	4	5	$
g. Fine arts supplies	1	2	3	4	5	$
h. Office equipment	1	2	3	4	5	$
I. VCR/monitor	1	2	3	4	5	$
j. Sporting equipment	1	2	3	4	5	$

COMMENTS ABOUT CURRICULUM:

II. PHYSICAL ENVIRONMENT/FACILITIES - Your answers will need to reflect the typical site in your program.

4. Which of the following sites do your programs occupy? (circle all that apply)

a. Homeless Adults Shelter
b. Homeless Families Shelter
c. Community Center (public)
d. Community Center (private)
e. 'Soup Kitchen'
f. Public elementary/secondary school
g. Private elementary/secondary school
h. Technical college/College
I. Church
j. Emergency Shelter
k. Women's Shelter
l. Men's Shelter
m. Other: _____
n. Other: _____

5. Rate the following characteristics of the locations for the AEH programs: (circle one number for each)

	Poor				Excellent
a. Proximity to potential participants	1	2	3	4	5
b. Proximity to public transportation	1	2	3	4	5
c. Location clearly identified	1	2	3	4	5
d. Proximity to public assistance offices	1	2	3	4	5

6. Rate the following characteristics of the physical environment and facilities for the AEH programs: (circle one number for each)

	Poor				Excellent
a. Safety	1	2	3	4	5
b. Cleanliness	1	2	3	4	5
c. Temperature	1	2	3	4	5
d. Noise level	1	2	3	4	5
e. Comfort of furniture	1	2	3	4	5
f. Adequacy of furniture	1	2	3	4	5
g. Conduciveness to learning	1	2	3	4	5
h. Potential for group instruction	1	2	3	4	5
I. Potential for individual work	1	2	3	4	5

7. Rate the following characteristics of the host organizations (shelter, etc.): (circle one number for each)

	Poor				Excellent
a. Ease of interaction with staff	1	2	3	4	5
b. Access to facilities	1	2	3	4	5
c. Flexibility of staff	1	2	3	4	5
d. Public image	1	2	3	4	5

COMMENTS ABOUT PHYSICAL ENVIRONMENTS AND FACILITIES:

III. INSTRUCTORS

8. Rate the instructors of the AEH program (as a group) on each of the following: (circle one number for each) Also, place a check mark in the column if you would like help with on-the-job training in these areas for your instructors.

	Low				High	On-the-job Training?
a. Enthusiasm	1	2	3	4	5	
b. Teaching skill	1	2	3	4	5	
c. Commitment	1	2	3	4	5	
d. Creativity	1	2	3	4	5	
e. Interest in improvement	1	2	3	4	5	
f. Keeping accurate records	1	2	3	4	5	
g. Assessing participant progress	1	2	3	4	5	
h. Attendance	1	2	3	4	5	
I. Communication skills	1	2	3	4	5	
j. Organizational skills	1	2	3	4	5	
k. Flexibility	1	2	3	4	5	
l. 'People' skills	1	2	3	4	5	

COMMENTS ABOUT INSTRUCTORS:

IV. YOUR ORGANIZATION - These questions pertain to the organization delivering the instruction in the AEH program.

9. To what extent would you say that the AEH program is integrated into the ABLE program? (circle one)

a. NOT AT ALL
b. A LITTLE
c. SOMEWHAT
d. QUITE A LOT
e. COMPLETELY

10. What is the annual budget for the AEH program? $_____

11. What is the annual budget for the total ABLE program? $_____

12. How many staff do you currently have working in the AEH program?

a. Full time instructors _____
b. Part time instructors _____
c. Support staff _____
d. Other (_____) _____

13. What percent of your total work time do you spend administering the AEH program?

_____%

COMMENTS ABOUT THE ORGANIZATION:

V. LOCAL COMMUNITY - Respond to these questions as they relate to the local community in which your program(s) are offered.

14. How are you defining the local community for your answers to the following questions? (geographic boundaries, etc.)

---

15. Rate the local community on each of the following: (circle one number for each)

	Low				High
a. Interest in homelessness issues	1	2	3	4	5
b. Financial support for adult education	1	2	3	4	5
c. Moral support for adult education	1	2	3	4	5
d. Number of citizens involved in social action issues	1	2	3	4	5
e. Economic stability	1	2	3	4	5
f. Socio-economic status in comparison to general population	1	2	3	4	5
g. Rate of employment in comparison to general population	1	2	3	4	5
h. Response to social issues	1	2	3	4	5

COMMENTS ABOUT THE LOCAL COMMUNITY:

VI. PARTICIPANTS IN AEH PROGRAMS

16. About how many participants total do you have attend an AEH session each week?

_____

17. About how many different AEH classes are offered each week?

_____

18. About how many contact hours does your AEH program have in a week?

_____

19. Rate the average participant in your program on the following: (circle one number for each)

	Low				High
a. Ability	1	2	3	4	5
b. Motivation	1	2	3	4	5
c. Commitment	1	2	3	4	5
d Potential	1	2	3	4	5
e. Chance of success	1	2	3	4	5

20. To what extent does your program serve the following groups: (circle one number for each)

	Rarely		On Occasion		Quite a Lot
a. Physically challenged	1	2	3	4	5
b. Veterans	1	2	3	4	5
c. Minorities	1	2	3	4	5
d. Women	1	2	3	4	5
e. ESL population	1	2	3	4	5
f. Transfers from other ABLE programs	1	2	3	4	5
g. Non-readers	1	2	3	4	5
h. Chronically homeless	1	2	3	4	5
I. Mentally challenged	1	2	3	4	5

COMMENTS ABOUT PARTICIPANTS:

VII. YOURSELF

21. What is your job title? _____

22. How long have you been in this position? _____YEARS

23. How long have you worked with adult learners? _____YEARS

24. How long have you worked with homeless adult education? _____YEARS

25. How long have you worked with issues of homelessness? _____YEARS

26. What formal education have you completed? (circle all that apply)

a. High School diploma
b. Two-year college degree (give major:_____)
c. BS degree (give major: _____)
d. MS degree (give major: _____)
e. PhD degree (give major: _____)

27. In the past two years, what in-service or on-the-job training have you had and what have been the topics?

a. NONE
b. Less than one day
c. 1 to 3 days
d. 4 to 7 days
e. More than 7 days

TOPICS: _____

_____

28. What other activities have you participated in that have added to your knowledge and skill base in adult education and homeless issues?

_____

29. Rate yourself on each of the following by circling one number for each. Also, if you would like additional training, place a check in the column.

	Low				High	More Training?
a. Knowledge of adult education principles	1	2	3	4	5	
b. Knowledge of homeless issues	1	2	3	4	5	
c. Organizational skills	1	2	3	4	5	
d. Leadership	1	2	3	4	5	
e. Interpersonal skills	1	2	3	4	5	
f. Communication	1	2	3	4	5	
g. Personnel management	1	2	3	4	5	
h. Identification of learning disabilities	1	2	3	4	5	
I. Identification of substance abuse difficulties	1	2	3	4	5	
j. Finance and budgeting	1	2	3	4	5	
k. Curriculum development	1	2	3	4	5	
l. Use of learner portfolios	1	2	3	4	5	
m. Other _____	1	2	3	4	5	

30. Indicate your agreement or disagreement with the following by circling your response for each item.

SD - Strongly Disagree D - Disagree N - Neutral A - Agree SA - Strongly Agree

	Strongly Disagree				Strongly Agree
a. My job is one of the more rewarding jobs I could have.	SD	D	N	A	SA
b. Adult education is the most critical need in today's society.	SD	D	N	A	SA
c. If I were to leave this job, I would look for another similar job.	SD	D	N	A	SA
d. I am thinking seriously about moving out of the adult education profession.	SD	D	N	A	SA
e. When the going gets rough, I think twice about keeping this job.	SD	D	N	A	SA
f. When all is said and done, I enjoy my work most of the time.	SD	D	N	A	SA
g. The future of society depends on quality adult education.	SD	D	N	A	SA
h. I am proud to have the job I have.	SD	D	N	A	SA
I. I really never have felt that the job I do is very important.	SD	D	N	A	SA
j. AEH is an important part of my ABLE program.	SD	D	N	A	SA

SD - Strongly Disagree D - Disagree N - Neutral A - Agree SA - Strongly Agree

	Strongly Disagree				Strongly Agree
k. If the funding for AEH was eliminated, we could address the needs of those participants fairly well in our ABLE program.	SD	D	N	A	SA
l. The AEH program needs to be expanded.	SD	D	N	A	SA
m. If we had the funding, we could add a significant number of AEH classes and fill them easily.	SD	D	N	A	SA
n. If AEH was eliminated, our community wouldn't miss it very much.	SD	D	N	A	SA
o. Money for AEH should be doubled.	SD	D	N	A	SA

COMMENTS ABOUT YOUR JOB AS ADMINISTRATOR OF AEH PROGRAM:

OTHER COMMENTS ABOUT THE AEH PROGRAM:

FOCUS GROUP INTERVIEW (ADMINISTRATOR)

DISCUSSION GUIDE FOR ADMINISTRATOR MEETING

1. Distribute *Administrator Questionnaire*. Assist with completion and collect.

2. Begin discussion with...

   a. How would you describe the (city) adult education for the homeless program?

   b. What are the strengths of the program here? Let's start with the number one strength.

   - Others?

c. What would you say are some areas that need improvement? What is number one on your list?

- Others?

d. What resources could the State Department of Education provide to help with those needed changes? What would you say was number one?

- Other helps?

e. Is there anything else you would like add to this discussion?

PARTICIPANT DATA SHEET

Participant Number: _____

Date Complete: _____

Person Administering: _____

Program: _____

Site: _____

PARTICIPANT DATA SHEET (white form)

Please gather this information from the participant when they enroll. Be sure that the participant knows (s)he can refuse to answer any or all questions. Be sure to keep this form separate from all other participant information forms for purposes of confidentiality.

1. Name: _____

2. Current Address: _____

3. Current telephone number: _____

4. If employed, work address and telephone number: _____

_____

5. Name, address, and telephone number of a friend or relative who wouldn't mind being contacted if looking for participant: _____

_____

6. Age: _____

7. Race: (circle one)
   a. American Indian/Alaskan Native
   b. Asian/Pacific Islander
   c. Black (and not of Hispanic origin)
   d. Hispanic
   e. White (and not of Hispanic origin)

8. Gender: (circle one)

a. Female
b. Male

9. Marital status: (circle one)

a. Married
b. Single

10. Last year of formal schooling: (circle one)

a. 0-5 public/private school
b. 6-9 public/private school
c. 10-12 public/private school
d. 1-2 years of college
e. 3-4 years of college
f. 5 or more years of college

11. Educational degree(s) attained, if any: (circle all that apply)

a. High School
b. GED
c. 2 year Associate Degree
d. 4 year BS/BA
e. MS/MA
f. PhD or professional degree

12. Number and gender of participant's children currently living with participant:

a. Boys: _____

b. Girls: _____

PARTICIPANT INTAKE INTERVIEW

Participant Number:

PARTICIPANT INTAKE INTERVIEW (green form)

After you have completed the Participant Data Sheet, ask the following questions. Be sure that the participant knows that (s)he can refuse to answer any or all of them. Be sure that this form is kept separate from the data sheet for confidentiality purposes.

1. Have you participated in the past and/or are you currently participating in any of the following? (Check if 'YES')

	PAST	CURRENTLY
a. Food Stamps		
b. WIC		
c. ADC		
d. Unemployment Compensation		
e. JOBS program		
f. General public assistance		
g. ABE/GED programs		
h. Special education		
i. ESL education		
j. other _____ _____		

Check if 'YES'

2. Are you a veteran?

3. Would you describe yourself as an immigrant (citizen of a country other than the U.S.)?

4. Do you have any physical limitations that you think might interfere with reaching your objectives for this educational program?

5. Are you currently employed...

full time?
part time?

6. Which of the following are objectives of yours for entering this class?
(Circle the letters of all the objectives that apply.)

a. To help you obtain a job

b. To help you obtain a better job

c. To help you advance in your current job

d. To help you obtain permanent housing

e. To learn to read

f. To learn math skills

g. To get a GED or other diploma

h. To help you help your children

i. To learn new life skills

j. To learn new job skills

k. To help you manage your family situation

l. To help you advance your education

m. Other: _____

7. Is there anything else you would like to share about yourself?

Thanks for this information!

WEEKLY PARTICIPANT PROGRESS REPORT

Participant Number: _____

Instructor: _____

Program: _____

Site: _____

WEEKLY PARTICIPANT PROGRESS REPORT (blue form)

Please complete <u>weekly</u> and file in student folder.

1. Current Month: (circle)

Jan	Feb	Mar	Apr	May	Jun
Jul	Aug	Sep	Oct	Nov	Dec

2. Week of the month this form is being completed:

1	2	3	4	5

3. Daily Attendance: (write the number of hours participant was present in class for each day - and the total hours for the week)

M	T	W	TH	F	S	TOTAL
_____	_____	_____	_____	_____	_____	_____

4. Describe the kind of class(es) in which this participant is enrolled.

_____

In your opinion, where is the participant this week in...
(circle one number for each)

5.	Quality of participation?	Weak 1	2	3	4	5 Strong
6.	General attitude?	Poor 1	2	3	4	5 Good
7.	Progress toward personal goals?	Little 1	2	3	4	5 Much
8.	Progress toward academic goals?	Little 1	2	3	4	5 Much
9.	Progress in life skills?	Little 1	2	3	4	5 Much

10. YOUR THOUGHTS (about this participant)...

11. Which of the following issues have you and the participant dealt with this week? (mark only if you, during your role as instructor, have dealt with an issue)

	Situation Identified	Referral	Action	Resolved
	1	2	3	4
a. Learning disability				
b. Child care issue				
c. Physical health				
d. Mental health				
e. Family				
f. Housing				
g. Public assistance				
h. Continuing education				
I. Other _____				
j. Other _____				

12. What is the status of the participant this week? (circle one)

Entry	Continuing	Exit	Follow-up	Re-entry	Inactive
1	2	3	4	5	6

13. Comments:

PARTICIPANT EXIT AND FOLLOW-UP (pink form)

Participant Number: _____

Program: _____

Site: _____

Instructor: _____

PART I. EXIT INFORMATION

Complete (Part I) at the time the participant indicates (s)he will not be attending again or after a lapse of 2 weeks non-attendance (or when you believe the participant will not be returning).

1. Date completed: _____

2. Person completing Part I: _____

3. Part I has been completed using the information from: (circle all that apply)

    a. Participant Interview
    b. Instructor "Best Guess"
    c. Interview with Friend or Relative
    d. Other: _____

4. Last date participant attended a session: _____

5. Total hours of participation: _____

6. Comments about participation:

7. Reasons for leaving: (circle the letter of <u>all</u> that are appropriate)

a. Met personal/educational objective(s)
b. Accepted employment
c. Took a better job
d. Switched to different educational program
e. Fulfilled requirements for attendance

f. Shift in work hours
g. Personal health/family health
h. Moved from area
i. Personal/family problems

j. Transportation problem
k. Child care problem
l. Lack of motivation/interest
m. Class time not workable
n. Class location not workable
o. Class not meeting personal/educational objectives
p. Instruction not helpful
q. Class too difficult
r. Class too easy/boring
s. Conflict with instructor

t. Reason unknown
u. Other _____

After Part I has been completed, pass along to the individual responsible for follow-up.

8. Given to _____ on _____
(Name) (Date)

PART II. FOLLOW-UP INFORMATION

1. Contact made by: _____ on _____
(Name) (Date)

2. Spoke with: _____
(Name) (Relationship if not Student)

_____
(Address) (Telephone Number)

3. The following is a list of goals for participants in this class or program. Which of the following, if any, were attained by the participant as a result (or partially a result) of participating in this educational program or class? (circle all that apply)

a. obtained a job?

b. obtained a better job?

c. advanced in a current job?

d. obtained permanent housing?

e. learned to read better?

f. learned new math skills?

g. received an educational diploma or degree (such as GED)?

h. gained the skills needed to help with children?

i. learned new life skills?

j. learned new job skills?

k. gained skills needed to manage the family situation?

l. was able to advance education?

m. other: _____

4. Notes from conversation: (on back)